

UAB SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF OCCUPATIONAL THERAPY
CLINICAL DOCTORATE IN OCCUPATIONAL THERAPY (OTD)
2024-2025 ACADEMIC HANDBOOK

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Table of Contents

Table of Contents

INTRODUCTION	6
DEAN’S WELCOME MESSAGE	6
OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS	7
SCHOOL OF HEALTH PROFESSIONS CONTACT INFORMATION.....	8
SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION	9
ACADEMIC CALENDAR	9
ACADEMIC INTEGRITY CODE	9
ADVISING.....	9
AMBASSADORS.....	9
ASKIT.....	9
ATTENDANCE.....	10
BACKGROUND CHECK	10
BLAZERID / BLAZERNET / EMAIL.....	11
BLAZER EXPRESS	11
BOOKSTORE	11
CAMPUS ONECARD	12
CAMPUS MAP	12
CAMPUS SAFETY	12
CANVAS LEARNING MANAGEMENT SYSTEM.....	12
CATALOG	12
COUNSELING SERVICES.....	12
DIVERSITY, EQUITY, AND INCLUSION (DEI)	12
DISABILITY SUPPORT SERVICES (DSS)	13
DRUG SCREEN	13
EMERGENCIES.....	13
FERPA TRAINING	14
FINANCIAL AID	14
FOOD SERVICES	14
GRADUATE SCHOOL.....	14
GRADUATION	14
HEALTH INSURANCE	14
HIPAA TRAINING	15
HONOR SOCIETIES.....	15
IMMUNIZATION POLICY	15
INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)	15
INTELLECTUAL PROPERTY.....	15
LACTATION CENTERS	16
LIBRARIES AND LEARNING RESOURCE CENTER	16
NON-ACADEMIC MISCONDUCT POLICY	16
ONE STOP STUDENT SERVICES	17

PARKING.....	17
PLAGIARISM AND TURNITIN	17
RECREATION CENTER	17
SCHOOL OF HEALTH PROFESSIONS AWARDS	17
SCHOOL OF HEALTH PROFESSIONS SCHOLARSHIPS	18
SOCIAL MEDIA.....	18
STUDENT ADVOCACY, RIGHTS AND CONDUCT (SARC)	19
STUDENT HEALTH SERVICES.....	19
TITLE IX.....	19
TUITION AND FEES	19
WEATHER	20
WITHDRAWAL FROM COURSE / PROGRAM.....	20
SECTION 2 – SHP AND UAB POLICIES.....	21
SCHOOL OF HEALTH PROFESSIONS POLICIES.....	21
BACKGROUND CHECK AND DRUG SCREEN POLICY	21
DISMISSAL OF STUDENT FOR FAILURE TO MAKE SATISFACTORY ACADEMIC PROGRESS.....	25
EMERGENCY PLAN – SHPB/LRC/WEBB	25
UAB POLICIES	26
ACADEMIC PROGRESS.....	26
HEALTH	26
INCLUSIVENESS	26
POLICE AND PUBLIC SAFETY	26
RESEARCH AND SCHOLARLY ACTIVITIES	26
SUBSTANCE USE/ABUSE	26
TECHNOLOGY	26
SECTION 3 – DEPARTMENTAL POLICIES AND INFORMATION	27
DEPARTMENT OF OCCUPATIONAL THERAPY	28
INTRODUCTION.....	28
DEPARTMENT OF OCCUPATIONAL THERAPY ORGANIZATIONAL CHART.....	29
FACULTY AND STAFF DIRECTORY	30
DEPARTMENT CONTACT INFORMATION.....	32
MISSION, PHILOSOPHY AND CURRICULUM DESIGN.....	33
INTRODUCTION.....	33
SCHOOL OF HEALTH PROFESSIONS PHILOSOPHY	34
THE DEPARTMENT OF OCCUPATIONAL THERAPY.....	34
FOUNDATIONAL PHILOSOPHIES	36
THE ENTRY-LEVEL DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM DESIGN.....	38
ACCREDITATION.....	48
COURSE–SEQUENCE.....	49
COURSE DESCRIPTIONS	51
GRADUATION CRITERIA.....	55
STUDENT LEARNING OUTCOMES/PROGRAM COMPETENCIES	56

ESSENTIAL TASKS AND SKILLS.....	57
OT DEPARTMENT POLICIES AND PROCEDURES.....	61
ACADEMIC ADVISOR.....	61
ACADEMIC PROGRESS: STUDENT RESPONSIBILITY	61
ACADEMIC PROGRESSION: “GOOD STANDING”	62
ACADEMIC INTEGRITY CODE (UAB).....	64
ACCIDENTS.....	64
ADMINISTRATIVE REQUIREMENTS.....	64
ARTIFICIAL INTELLIGENCE (AI) TEXT GENERATORS	64
ATTENDANCE.....	65
CLASS BREAKS.....	67
COURSES.....	67
DISCIPLINARY ACTIONS	67
EMAIL	67
EMERGENCY PLAN – SCHOOL OF HEALTH PROFESSIONS.....	67
ETHICS/CONDUCT	68
EXAMINATIONS AND COURSEWORK.....	68
FACULTY AVAILABILITY.....	70
FACULTY TITLES	70
FIELDWORK LEVEL I	71
FIELDWORK LEVEL II	71
CAPSTONE EXPERIENCE	71
FIRST AID KIT	71
GRADING.....	72
GUIDELINES FOR STUDENT USE OF SPACE AND RESOURCES	73
CHILDREN IN UNIVERSITY COURSES.....	74
IDENTIFICATION BADGES	74
INCOMPLETES.....	75
LABORATORY EXPERIENCES.....	75
LEAVE OF ABSENCE.....	75
LEAVE OF ABSENCE - PREGNANCY.....	76
LOCKERS.....	77
ONLINE/VIRTUAL CONDUCT	77
PROGRAM EVALUATION.....	78
PROFESSIONALISM	78
PROFESSIONAL DRESS CODE/GUIDANCE	78
PROFESSIONAL & STUDENT ORGANIZATIONS	82
QUALITY IMPROVEMENT: COURSE EVALUATIONS	85
RECORDS	85
REFERENCE REQUESTS	85
SCHOLARSHIPS.....	85
SOCIAL MEDIA.....	85
STUDENT PHOTOGRAPHS	86
STUDENT SUPPORT AND RESOURCES (ACADEMIC)	87

TECHNOLOGY REQUIREMENTS	87
TECHNOLOGY USE	87
TRANSFER OF CREDIT POLICY	88
WITHDRAWAL - COURSE	89
WITHDRAWAL - PROGRAM.....	89
WRITTEN ASSIGNMENTS	90
STUDENT HANDBOOK ACKNOWLEDGEMENT OF RECEIPT.....	90

INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the University of Alabama at Birmingham School of Health Professions! We are pleased you chose to join one of our many excellent programs, which in combination have established us as a national leader in health professions education.

We are home to one of the largest health professions schools in the nation with more than 30 programs at the certificate, baccalaureate, master's, and doctoral levels, with more than 2,000 undergraduate and graduate students enrolled.

Moving into a post-COVID environment is a new start for everyone in health care, and you are in the best place to begin your personal journey toward joining this dynamic field. We are all committed to providing you a world-class education, and to support your pursuit of knowledge and your strong desire to serve others as a healthcare professional.

The pandemic has challenged all of us in many ways, and your entry into one of our professional programs demonstrates one of the most precious personal qualities one can have: resilience. That resilience has brought you here today and will continue to serve you well during your journey at UAB.

We recognize that healthcare needs - even outside of a pandemic - are constantly changing. That is why we continue to add innovative programs to our academic portfolio, and to enhance and revitalize ongoing programs. We also offer graduate programs you will only find in Alabama at UAB, such as Genetic Counseling, Nuclear Medicine and Molecular Imaging, Low Vision Rehabilitation, Health Physics, Healthcare Quality and Safety, doctoral-level Rehabilitation Science, and Biomedical and Health Sciences.

Our degrees and programs are fully accredited by their respective professional organizations. This means you will be eligible for licensure, national certification or registrations and enjoy being in high demand within the job market. Our first-time student exam pass rate on many credentialing exams is an astounding 98 percent or higher.

Graduating from the School of Health Professions means you will acquire an esteemed degree, have a host of job opportunities in healthcare – an industry that continues to grow rapidly – and be well prepared to make a difference in your community. We look forward to maintaining our relationship with you when you join our alumni community.

Our alumni give advice to current students that is worth repeating: “learn your craft, be a better professional for your patients, be open minded to future possibilities, and remember to have a healthy work/ life balance”.

I look forward to seeing you grow in your respective fields and watching you become the leader we know you can be.



Andrew J. Butler, PhD, FAPTA

OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

A leader in federally funded research, the UAB School of Health Professions (SHP) is one of the largest academic institutions of its type in the United States and currently boasts several nationally ranked programs. What began in the 1950s as a collection of training programs in various para-professional disciplines has grown into an internationally recognized center of academic excellence.

The SHP initially took shape in 1969 as UAB gained autonomy within the University of Alabama System. Originally christened the School of Community and Allied Health Resources (SCAHR), the school incorporated the School of Health Services Administration and the Division of Allied Health Sciences from the College of General Studies with parts of the Department of Public Health and Epidemiology from the medical school. An innovative facility designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970's and 80's the school's offerings were amended to reflect the changing health care industry. As a result of the changes, SCAHR became the School of Public and Allied Health (SPAH). Next it became the School of Community and Allied Health (SCAH) and later the School of Health Related Professions (SHRP). During this time, the school added several new areas of study including a nationally ranked program in Nutrition Sciences. Through the leadership and guidance of early visionaries, the school experienced unparalleled success, which continues to date.

Today, the School of Health Professions is comprised of more than 30 programs – at the certificate, baccalaureate, master's, and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building, and the School of Health Professions Building (SHPB).

With more than 2,200 faculty, staff, and students, SHP is one of six schools comprising the world-renowned UAB Academic Health Center. Students have access to vast academic resources, state-of-the-art facilities, and progressive research.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation's top 25.
- Research funding is over \$14 million and growing.
- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969.

Under the current leadership of Dean Andrew Butler, the school has never been stronger or better positioned as a national leader in health professions education.

SCHOOL OF HEALTH PROFESSIONS CONTACT INFORMATION

In addition to your program director and program faculty, the following individuals may be able to provide assistance with questions and issues related to your school and program activities.

Kristin Chapleau, Director of Student Services and Advising

(205) 996-4721; kjohnsto@uab.edu

Jennifer Christy, Assistant Dean for Faculty Affairs

(205) 934-5903; jbraswel@uab.edu

Samantha Giordano-Mooga, PhD, Director of Undergraduate Honors Program

(205) 996-1399; sgiordan@uab.edu

Melanie Hart, PhD, Associate Dean for Academic and Faculty Affairs

(205) 934-7528; mhart2@uab.edu

Kevin Storr, Director of Communications

(205) 934-4159; storr@uab.edu

Lee Test, Director of Academic and Faculty Operations

(205) 975-8034; ltest@uab.edu

Marci Willis, Director, Learning Resource Center

(205) 934-9472; mbattles@uab.edu

SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

ACADEMIC CALENDAR

All dates related to registration, payments of tuition and fees, drop/add dates, other administrative requirements, and official school holidays are recorded on the [UAB Academic Calendar](#).

ACADEMIC INTEGRITY CODE

The University established a new Academic Integrity Code effective August 23, 2021. This Code, which applies to undergraduate, graduate, and professional students as well as all academic activities, defines academic misconduct and outlines procedures for breaches of the code. Policies are established for resolution of charges of academic misconduct, and these processes are managed by the Academic Integrity Coordinator (AIC). In the School of Health Profession, the AIC is the Associate Dean for Academic and Faculty Affairs, the office is located in SHPB 660. The full text of the Academic Integrity Code is available at: [Academic Integrity Code](#).

ADVISING

Undergraduate student advising is provided through the Student Services and Advising unit, which is housed in the School of Health Professions Building (SHPB) 230 suite of offices, near the elevators on the 2nd floor. Walk-ins are accepted, but appointments are preferred. Contact information for individual advisors is listed below.

Andrea Bennett, Academic Advisor III, (205) 996-1689; arbennett@uab.edu

Eileen Hatfield, Academic Advisor II, (205) 934-4185; mehatfie@uab.edu

Chris Smith, Academic Advisor III, (205) 934-5974; cjsmith1@uab.edu

Adam Pinson, Academic Advisor III, (205) 996-6789; apinson@uab.edu

Graduate student advising is provided through the SHP graduate programs.

AMBASSADORS

Ambassadors help to spread awareness of the School of Health Professions and its multifaceted undergraduate and graduate programs, serve as liaisons between the department and university-wide student organizations, and serve as a student voice in school and university committees. The SHP Ambassadors help to support the programs within the school that will impact recruitment and retention initiatives.

ASKIT

AskIT is the technology help desk for faculty, staff, and students. They provide free support via telephone, email, or in-person. You will be asked to supply your BlazerID when you request assistance.

Phone: (205) 996-5555 Email: askit@uab.edu Website: https://uabprod.service-now.com/service_portal

ATTENDANCE

Class attendance is expected in all SHP programs. Specific class, laboratory, or clinical site attendance requirements may be more stringent than university guidelines. Refer to the program requirements in this handbook and in course syllabi for policies. The UAB attendance policy is as follows:

The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences. The University regards certain absences as excused and in those instances requires that instructors provide a reasonable accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

- Absences due to jury or military duty, provided that official documentation has been provided to the instructor in a timely manner in advance.
- Absences of students registered with Disabilities Services for disabilities eligible for “a reasonable number of disability-related absences” provided students give their instructors notice of a disability-related absence in advance or as soon as possible.
- Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:
 - Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.
 - If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.
- Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students.
- Absences due to religious observances provided that students give faculty written notice prior to the drop/add deadline of the term.

In these instances, instructors must give students the opportunity to complete assignments in a way that corresponds as much as possible to the nature, scope, and format of the original. Options may include making up exams or other assignments, rescheduling student classroom presentations, or arranging for early or late submission of written assignments. The course make-up policy should be included in the syllabus.

BACKGROUND CHECK

Students in SHP programs are required by policy to undergo a background check using the school’s approved vendor, CastleBranch <https://discover.castlebranch.com/>, at the time of program admission, and again, prior to placement in a fieldwork placement (clinical, internship, practicum, residency, etc.). Additional checks may be required by the individual sites therefore, students should work with the

program to ensure compliance requirements are met. Instructions for requesting the background check are provided to students by their programs.

The Office of Academic and Faculty Affairs is responsible for ensuring student compliance throughout the program. Students found to be non-compliant will not be allowed to matriculate in the program (orientation, attend class, fieldwork placement, etc.) until all requirements are met. Program Directors, Fieldwork Coordinators, and students will be notified of non-compliance and a hold will be placed on the students' account.

- **The initial background check must be completed prior to the first day of class.**
- **Subsequent background checks must be completed prior to the first day of the semester of a fieldwork placement (clinical, internship, practicum, residency, etc.).**

BLAZERID / BLAZERNET / EMAIL

BlazerID: All students receive a unique identifier, the BlazerID, established at: www.uab.edu/blazerid. Your BlazerID is required for accessing BlazerNET and other campus resources. To activate one's BlazerID, select "Activate Accounts."

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.

Email: uab.edu UAB student email is provided through Microsoft Office 365, a cloud-based system. Students have 50 GB of email space and 25 GB of free file 1 TB storage. Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information, and announcements. Do not forward your UAB account to a personal email account. UAB is not responsible for information not received by the student due to the 'redirecting' of a UAB account to another email server.

BLAZER EXPRESS

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to www.uab.edu/blazerexpress/.

BOOKSTORE

There is one bookstore located on the UAB campus, offering a wide variety of products and services to students, including online purchasing and shipping. The bookstore stocks UAB memorabilia and college wear in addition to all required textbooks and course material.

UAB Barnes and Noble Bookstore

Location: 1400 University Blvd, Hill Student Center, Birmingham, AL. 35233

Hours: M – F 8:00am – 7:00pm | Sat 10:00am – 2:00pm | Sun 12:00pm – 6:00pm

Telephone: (205) 996-2665 Website: <https://uab.bncollege.com/shop/uab/home>

CAMPUS ONECARD

The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library checkout, and for other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at www.uab.edu/onecard.

CAMPUS MAP

UAB's campus map can be found at the following: www.uab.edu/map/

CAMPUS SAFETY

Campus safety procedures and resources can be accessed at <https://www.uab.edu/students/home/safety>.

CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas. Students should monitor their course sites routinely for communication from faculty and to manage course assignments.

CATALOG

The UAB Catalog is published annually and includes UAB's courses, policies, and curricula. Students can link to the Undergraduate or Graduate catalog at www.uab.edu/catalog.

COUNSELING SERVICES

Student Counseling Services offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. Student Counseling Services is located in the Student Health and Wellness Center at 1714 9th Avenue South (3rd Floor), Birmingham, AL. 35233. For more information, call (205) 934-5816 or <https://www.uab.edu/students/counseling/>.

DIVERSITY, EQUITY, AND INCLUSION (DEI)

Collaboration, integrity, respect, and excellence are shared values of our institution and are the core of what it means to be a UAB community member. And a key foundation at UAB is diversity, equity, and inclusion. At UAB, everybody counts every day. UAB is committed to fostering a diverse, respectful, and inclusive campus environment that values all community members regardless of background and embraces individual differences. UAB values and cultivates equity, diversity, and inclusion in our research, learning, clinical and work environments. Our students, faculty, and staff add diversity to our community through life experiences, perspectives and viewpoints that are enriching for the learning and work environment and are reflective of the students and communities we serve. Because UAB serves a diverse population, ODEI, along with our School of Health Professions initiatives, aims to create an inclusive environment for all UAB faculty, staff, students, and patients through education, training, and awareness programs.

[UAB Office of the Vice President of Diversity, Equity, and Inclusion](#)
[SHP Diversity, Equity, and Inclusion Site](#)

DISABILITY SUPPORT SERVICES (DSS)

Accessible Learning: UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration, and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted Disability Support Services, please call (205) 934-4205 or visit [Disability Support Services](#).

If you are a student registered with Disability Support Services, it is your responsibility to contact the course instructor to discuss the accommodations that may be necessary in this course. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving academic adjustments. Reasonable and timely notification of accommodations for the course is encouraged and provided to the course instructor so that the accommodations can be arranged.

DRUG SCREEN

Students in SHP programs are required by policy to undergo a drug screen using the school's approved vendor, CastleBranch <https://discover.castlebranch.com/>, at the time of program admission, and again, prior to placement in a fieldwork placement (clinical, internship, practicum, residency, etc.). Additional screens may be required by the individual sites therefore, students should work with the program to ensure compliance requirements are met. Instructions for requesting the drug screens are provided to students by their programs.

The Office of Academic and Faculty Affairs is responsible for ensuring student compliance throughout the program. Students found to be non-compliant will not be allowed to matriculate in the program (orientation, attend class, fieldwork placement, etc.) until all requirements are met. Program Directors, Fieldwork Coordinators, and students will be notified of non-compliance and a hold will be placed on the students' account.

- **The initial background check must be completed prior to the first day of class.**
- **Subsequent background checks must be completed prior to the first day of the semester of a fieldwork placement (clinical, internship, practicum, residency, etc.).**

EMERGENCIES

Report suspicious or threatening activity to the UAB Police Department immediately. Law officers are available 24 hours, seven days a week. Also, more than 300 emergency blue light telephones connected directly to the police dispatch are located throughout campus.

UAB Police: Dial 911 *from a campus phone*
or call: (205) 934-3535 | (205) 934-HELP (4357) | (205) 934-4434

Emergencies affecting campus are communicated via the following:

- UAB Severe Weather & Emergency Hotline: (205) 934-2165
- University home web page: www.uab.edu

- Webpage: www.uab.edu/emergency
- Announcements on BlazerNET
- Twitter@UABALERT: www.twitter.com/uabalert
- [facebook.com/UABALERT](https://www.facebook.com/UABALERT)
- Cell phone messages and SMS text – register for B-ALERT notices via <https://idm.uab.edu/ens/b-alert>

FERPA TRAINING

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides protection for all educational records related to students enrolled in an educational program. Information about your rights and protection of your records is available at the following site: [FERPA](#). If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu. All SHP students are required to complete [FERPA Training](#). Compliance with the training requirement is monitored monthly.

FINANCIAL AID

Financial Aid Counselors are available each day in the One Stop Student Services Office located in the Hill Student Center, 1400 University Blvd. Suite 103, Birmingham, AL 35233. If you have general questions, you can call the Office of Student Financial Aid at (205) 934-8223 or send an email to finaid@uab.edu. For additional financial aid information: [Cost & Aid](#).

FOOD SERVICES

Dining facilities available on campus closest to the SHP buildings include the Commons on the Green – located on the Campus Green, south of 9th Avenue and the Campus Recreation Center. For additional information about meal plans and campus dining facilities: [Student Dining](#).

GRADUATE SCHOOL

The UAB Graduate School offers doctoral programs, post-master's specialist programs, and master's level programs. Graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at [Graduate School](#). Policies and Procedures for the Graduate School can be located in the [Graduate School Catalog](#).

GRADUATION

All students must complete an application for degree six months prior to graduating and not later than the deadline in the academic calendar. The University holds commencement every semester. Check the commencement website for the most current information: [UAB Commencement](#).

HEALTH INSURANCE

To ensure that all students have adequate health care coverage, including ongoing primary and specialty care, the University of Alabama at Birmingham (UAB) requires all students to have major medical health insurance. Students can provide proof of their own private coverage or be enrolled in the Student Health Insurance Plan. The plan is a 1-year commercial policy provided by United HealthCare and is re-negotiated annually. This policy is a comprehensive health insurance policy at an affordable cost that is

specifically designed to meet the needs of UAB Students. If you are required to have insurance but have sufficient coverage on another plan and wish to opt out of the Student Health Insurance Plan, you are required to submit a waiver to Student Health Services at the beginning of every semester. More information including submitting a waiver can be found at this website: [Student Health Insurance Waivers](#).

HIPAA TRAINING

The Health Insurance Portability and Accountability Act includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at [HIPAA](#). Compliance with the training requirement is monitored monthly.

HONOR SOCIETIES

All students in the School of Health Professions are eligible for consideration for the following society memberships.

- Alpha Eta Society – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A) and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.
- Phi Kappa Phi – This is the oldest, and most selective, all-discipline honor society in the nation. Membership is by invitation to the top 7.5% of junior students and the top 10% of seniors and graduate students. Nominations are made by program directors.

IMMUNIZATION POLICY

To provide a safe and healthy environment for all students, faculty, and staff at the University of Alabama at Birmingham (UAB), first-time entering students, international students and scholars, and students in clinical & non-clinical programs, provide proof of immunization against certain diseases: [Student Immunizations](#).

INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)

Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the [IRB website](#).

INTELLECTUAL PROPERTY

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. Training materials defining inventor status, patent criteria, and other intellectual property issues are available at: [University Policies on Patents, Copyright, and Intellectual Property](#).

LACTATION CENTERS

Through the work of the UAB Commission on the Status of Women, the University has provided several lactation centers for students, faculty, and staff across the campus. [Center locations](#). The School of Health Professions' lactation room is in the Susan Mott Webb Nutrition Sciences Building at 1675 University Blvd, Room 219A, Birmingham, AL. 35233. Female students enrolled in the School of Health Professions have access to the room via their student ID/OneCard. If you cannot access the room, contact the building administrator, Julia Tolbert-Jackson at (205) 934-4133.

LIBRARIES AND LEARNING RESOURCE CENTER

UAB's libraries house excellent collections of books, periodicals, microforms, and other media. Students have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation. [UAB Libraries](#).

SHP Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing, and innovative learning environment. It provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom, and testing labs.

Location: 1714 9th Avenue South (2nd Floor), Birmingham, AL. 35233.

Phone: (205) 934-5146

Email: shplrc@uab.edu

Lister Hill Library of the Health Sciences

This is the largest biomedical library in Alabama, and one of the largest in the south. Located across the crosswalk from the School, the LHL has extension libraries in University Hospital and The Kirklin Clinic. Dedicated librarians hold "office hours" in the Learning Resource Center weekly.

Location: 1700 University Blvd. Birmingham, AL. 35233

Website: <https://library.uab.edu/locations/lister-hill>

Phone: (205) 975-4821

Mervyn H. Sterne Library

A collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences.

Location: 917 13th Street South, Birmingham, AL. 35233

Website: <https://library.uab.edu/locations/sterne>

Phone: (205) 934-6364 (Reference) | (205) 934-4338 (User Services)

NON-ACADEMIC MISCONDUCT POLICY

The Student Conduct Code promotes honesty, integrity, accountability, rights, and responsibilities expected of students consistent with the core missions of the University of Alabama at Birmingham. This Code describes the standards of behavior for all students, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. Behavior that violates UAB standards of conduct listed within the Student Conduct Code and elsewhere will be subject to

disciplinary action through the appropriate conduct process. Whether it is determined that an individual or group is responsible for the violation(s), either by direct involvement or by condoning, encouraging, or covering up the violation, appropriate response will occur with respect to the individual(s) and/or group involved.

[Undergraduate Non-Academic Policies](#)

[Graduate Non-Academic Policies](#)

ONE STOP STUDENT SERVICES

If you have questions or need assistance with an academic or administrative process, the UAB One Stop is where to go! Advisors will help you solve your problem or do the legwork for you if another UAB resource is needed. One Stop is located in the Hill Student Center, 1400 University Blvd. Suite 103, Birmingham, AL 35233. You may contact the [One Stop](#) office by phone or email at (205) 934-4300; (855) UAB-1STP [(855) 822-1787]; onestop@uab.edu.

PARKING

Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South, Birmingham AL. 35294. The office is open Monday – Friday from 7:30am – 5:00pm. Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student’s account. For additional information: [UAB Student Parking](#).

PLAGIARISM AND TURNITIN

Plagiarism is academic misconduct that will result in a grade of zero and may result in dismissal from the School of Health Professions and UAB (see Academic Integrity Policy). All papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software. Please note that all documents submitted to [Turnitin.com](#) are added to their database of papers that is used to screen future assignments for plagiarism.

RECREATION CENTER

The [Campus Recreation Center](#), located at 1501 University Blvd, Birmingham, AL 35233, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track.

SCHOOL OF HEALTH PROFESSIONS AWARDS

All students in the School of Health Professions are eligible for consideration for the following awards.

- Alfred W. Sangster Award for Outstanding International Student – This award is presented annually to an international student in recognition of their academic and non-academic achievements.
- Cecile Clardy Satterfield Award for Humanism in Health Care – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care.

- Charles Brooks Award for Creativity – This award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student’s academic activities.
- Dean’s Leadership and Service Award – Presented to a maximum of three outstanding SHP students annually, this award recognizes leadership to the School, UAB, and the community.

For more information: [UAB School of Health Professions Student Awards and Scholarships](#). Please refer to the program section of this handbook for awards available to students in individual programs.

SCHOOL OF HEALTH PROFESSIONS SCHOLARSHIPS

The SHP has several scholarship opportunities for students enrolled in SHP programs. The Scholarship Committee, comprised of faculty and administrators, review, and select awardees.

Scholarships available to students in any SHP program are the following:

Carol E. Medders Endowed Scholarship – Funding for students enrolled in a graduate program in the School of Health Professions. Awards are based on academic achievement and unmet financial need.

Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for students enrolled in SHP programs with GPA 3.0 or above and unmet financial need. Student must be a resident of the state of Alabama at the time of enrollment.

Lettie Pate Whitehead Foundation Scholarship – Funding for female students from selected states (AL, FL, GA, LA, MS, NC, SC, TN) enrolled in SHP programs. Award amounts are variable and are based on unmet financial need.

National Alumni Society Dean's Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student.

Sandra Dunning Huechtker Endowed Memorial Award – Funding for students enrolled in SHP program with GPA 3.0 or above and unmet financial need.

SHP Dean’s Scholarship – Funding to recruit or retain outstanding students. Awards are based on academic achievement and unmet financial need.

For more information: [UAB School of Health Professions Student Awards and Scholarships](#). Application announcements are made by the Office of Academic and Faculty Affairs. Many programs in SHP also have scholarships available to currently enrolled students in those programs. Please refer to the program section of this handbook for that information.

SOCIAL MEDIA

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. The school’s official sites are the following:

- Twitter: https://twitter.com/UAB_SHP
- Facebook: www.facebook.com/UABSHP
- YouTube: www.youtube.com/uabshp
- Vimeo: <http://vimeo.com/uabshp>
- LinkedIn: [UAB SHP LinkedIn](http://www.linkedin.com/company/uabshp)
- Website: www.uab.edu/shp

For more information: [UAB Social Media Guidelines](#).

STUDENT ADVOCACY, RIGHTS AND CONDUCT (SARC)

Student Advocacy, Rights and Conduct (SARC) is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. SARC delivers programs and services in order to promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and ethical development. More about SARC can be found here: [UAB Student Advocacy, Rights & Conduct](#). The UAB student conduct code may be accessed online: [UAB Student Conduct Code](#).

STUDENT HEALTH SERVICES

The University provides prevention, counseling, and treatment services to students through Student Health Services (SHS) located at 1714 9th Avenue South (3rd Floor), Birmingham, AL. 35233. The clinic is open from 8:00am – 5:00pm Monday – Thursday; 9:00am – 5:00pm Friday. They are closed for lunch between 12:00pm – 1:00 pm weekdays. For more information: [Student Health Services](#). Appointments may be scheduled by calling (205) 934-3580.

TITLE IX

In accordance with Title IX, the University of Alabama at Birmingham does not discriminate on the basis of gender in any of its programs or services. The University is committed to providing an environment free from discrimination based on gender and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves. For more information about Title IX, policy, reporting, protections, resources and supports, please visit the UAB Title IX webpage for UAB's Title IX Sex Discrimination, Sexual Harassment, and Sexual Violence Policy; UAB's Equal Opportunity and Discriminatory Harassment Policy; and the Duty to Report and Non-Retaliation Policy. For more information: [UAB Title IX](#).

TUITION AND FEES

Tuition and fees for the University are published annually under the "Current Students" tab of the UAB website. They may be paid through BlazerNET. SHP programs have specific fees attached to programs, courses, and/or laboratories. For more information: [Tuition & Fees](#).

Payment deadlines for each semester are published on the official academic calendar. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

WEATHER

Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. For more information: [Emergency Management](#).

Other information sources include:

- [B-ALERT System](#) (contact information must be setup and current)
- UAB Severe Weather & Emergency Hotline: (205) 934-2165
- WBHM Radio (90.3 FM)

WITHDRAWAL FROM COURSE / PROGRAM

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the School of Health Professions are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. For more information: [UAB Add/Drop and Withdrawal Policy](#).

SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN POLICY

With the exceptions noted below, students admitted to clinical and non-clinical programs in the School of Health Professions (SHP) will complete a routine criminal background check and drug screen using the approved vendor ([CastleBranch](#)). These screenings should be completed prior the first term of enrollment. Subsequent routine criminal background checks and drug screens using the approved school vendor will be completed prior to fieldwork placement (clinical, internship, practicum, residency, etc.).

Students enrolled in SHP undergraduate programs will complete a learning module in the campus learning management system by the first semester of enrollment. If a fieldwork placement (clinical, internship, practicum, residency, etc.) is required, students must complete criminal background checks and drug screens prior to the first day of the semester of a fieldwork placement.

- Fees for these screenings will be the responsibility of the student.
- The rules and regulations governing individual fieldwork placement sites may include additional provisions and/or more stringent guidelines which supersede this policy. Fees for these screenings are the responsibility of the student.
- Should your criminal background check contain issues, or you fail a drug screen that may prevent you from receiving or sitting for board certification/licensure, a representative from the Office of Academic and Faculty Affairs will contact you. Depending upon the outcome, students will have a registration hold placed on their account until in compliance and this may result in being dismissed from the program. See program's guidelines regarding specific consequences.

Programs requiring a criminal background check and drug screening by the end of the first semester of enrollment and again, prior to fieldwork placement (if applicable in the program requirements), are the following:

Administration Health Services, PhD
Biomedical Sciences to Biotechnology Fast Track
Biomedical Sciences to Clinical Laboratory Science Fast Track
Biomedical Sciences to Health Physics Fast Track
Biomedical Sciences to Nuclear Medicine & Molecular Imaging Sciences Fast Track
Biomedical and Health Sciences, MS
Biotechnology, MS
Biotechnology, MS
Dietitian Education Program, Graduate Certificate
Genetic Counseling, MS
Health Administration (Residential), MSHA
Health Care Management to Healthcare Quality and Safety Fast Track
Health Care Management to Health Informatics Fast Track
Health Care Management to Occupational Therapy Doctorate Fast Track

Health Physics, MS
Medical Laboratory Science, MS
Nuclear Medicine & Molecular Imaging Sciences, MS
Nutrition Sciences, MS
– Dietetic Internship Clinical Track
– Dietitian Education Program
– Research Track
Nutrition Sciences, PhD
Occupational Therapy, OTD – (entry level)
Physical Therapy, DPT
Physician Assistant Studies, MSPAS
Rehabilitation Science, PhD

The following students enrolled in SHP undergraduate programs will complete a learning module in the campus learning management system by the first semester of enrollment. If a fieldwork placement (clinical, internship, practicum, residency, etc.) is required, students must complete criminal background checks and drug screens prior to the first day of the semester of a fieldwork placement.

Health Care Management, BS
Biomedical Sciences, BS
Biobehavioral Nutrition and Wellness, BS
Disability Studies and Rehabilitation Science, BS

Programs waived from the Criminal Background Check and Drug Screening requirements are the following: *

Applied Mixed Methods Research, Graduate Certificate
Biotechnology Regulatory Affairs, Graduate Certificate
Clinical Informatics, Graduate Certificate
Health Administration (International and Executive tracks), MSHA
Health Informatics, MSHI
Healthcare Finance Management, Graduate Certificate
Healthcare Leadership, DSc
HealthCare Leadership, Graduate Certificate
Healthcare Quality and Safety, MS
HealthCare Quality and Safety, Graduate Certificate
Health Services Research, MS
Healthcare Simulation, MS
Healthcare Simulation, Graduate Certificate
Nutrition for Community Health, Graduate Certificate
Nutrition Sciences, MS
– Clinical Track-Prior Learning
– Lifestyle Management and Disease Prevention Track
Low Vision Rehabilitation, Graduate Certificate
Muti-Tiered Approach to Trauma, Graduate Certificate
Occupational Therapy Doctorate (Post Professional)
Physical Therapy Residencies (Neurologic, Orthopedic)
Primary Care Physical Therapy for Unserved Populations, Graduate Certificate

*Students enrolled in exempt programs who participate in a course(s) incorporating community, corporate or other high impact, out-of-classroom activities such as service learning, capstone projects or other hands-on learning experiences, may be required by placement sites to submit background check and drug screening results. Students are responsible for the fees associated with such screening.



STUDENT INSTRUCTIONS FOR UNIVERSITY OF ALABAMA AT BIRMINGHAM
SCHOOL OF HEALTH PROFESSIONS

About CastleBranch.com

CastleBranch is a secure platform that allows you to order your background check & drug test online. Once you have placed your order, you may use your login to access additional features of CastleBranch, including document storage, portfolio builders and reference tools. CastleBranch also allows you to upload any additional documents required by your school.

Order Summary

Required Personal Information

- o In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number, and e-mail address.

Drug Test (LabCorp or Quest Diagnostics)

- o Within 24-48 hours after you place your order, the electronic chain of custody form e-chain will be placed directly into your CastleBranch account. This e-chain will explain where you need to go to complete your drug test.

Payment Information

- o At the end of the online order process, you will be prompted to enter your Visa or MasterCard information. Money orders are also accepted, but will result in a \$10 fee and additional turn-around-time.

Place Your Order

Go to: www.castlebranch.com and enter package code:

AH01 - Background Check and Drug Test

You will be required to enter your program under "Student Information" classification

You will then be directed to set up your CastleBranch profile account.

View Your Results

Your results will be posted directly to your CastleBranch profile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password. If you have any additional questions, please contact the Service Desk at 888.723.4263 x 7196 or visit the website to submit your question at: <https://www.castlebranch.com/contact-us>.

DISMISSAL OF STUDENT FOR FAILURE TO MAKE SATISFACTORY ACADEMIC PROGRESS

[Dismissal of Student and Appeal Process](#)

EMERGENCY PLAN – SHPB/LRC/WEBB

[SHPB/LRC/WEBB Emergency Plan](#)

UAB POLICIES

ACADEMIC PROGRESS

[GRADUATE](#)

[UNDERGRADUATE](#)

HEALTH

[IMMUNIZATIONS](#)

[NEEDLE STICKS AND EXPOSURES](#)

INCLUSIVENESS

[EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT](#)

POLICE AND PUBLIC SAFETY

[CAMPUS SAFETY](#)

[FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS](#)

RESEARCH AND SCHOLARLY ACTIVITIES

[ACADEMIC INTEGRITY CODE](#)

[ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES](#)

[PATENT](#)

SUBSTANCE USE/ABUSE

[ALCOHOLIC BEVERAGES, USE AND CONSUMPTION](#)

[DRUG FREE CAMPUS](#)

[NON-SMOKING](#)

TECHNOLOGY

[TECHNOLOGY RESOURCES](#)

SECTION 3 – DEPARTMENTAL POLICIES AND INFORMATION

DEPARTMENT OF OCCUPATIONAL THERAPY

Occupational therapy is a client-centered health profession concerned with promoting health and wellbeing through occupation. The primary goal of occupational therapy is to enable people to participate in the activities of everyday life.

Occupational therapy practitioners achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement.



(WFOT 2012)

INTRODUCTION

WELCOME to the entry-level Clinical Doctorate in Occupational Therapy (OTD) Program in the School of Health Professions at UAB.

The purpose of this document is to present the policies of the UAB Department of Occupational Therapy and to specify the standards of student scholastic performance and professional conduct.

Students must read this document carefully to gain a precise understanding of department expectations. These policies are intended to ensure matriculation practices, preservation of student rights, and promotion of a standard of performance that will qualify the student to meet the demands and challenges of occupational therapy practice.

The program you are entering will prepare you as generalists to practice occupational therapy. The program's focus is on enabling occupational participation at the individual, organization/community, and population levels. The curriculum will develop your knowledge and skills to become a critical and creative problem solver who analyzes the physical, mental, and social components of activities. You will learn to work collaboratively with your clients to begin or resume participating in daily occupations that are meaningful and lead to more productive and independent lives for them. The faculty urges you to commit to learning and to maintain the highest level of achievement. You are investing in your future as a professional person and in the occupational therapy profession, and these policies have been implemented to assist you.

The Student Handbook serves as a contract between you, the faculty, and the program. Once you have read and understand the contents, you will be asked to electronically acknowledge your commitment to the information, policies and procedures included within it.

DEPARTMENT OF OCCUPATIONAL THERAPY ORGANIZATIONAL CHART

Gavin Jenkins, PhD Chair/Professor
--

Faculty

Rachel Ashcraft, MS <i>Program Director</i> <i>Graduate Certificate in Multi-Tiered Trauma</i> Assistant Professor	Beth Barstow, PhD <i>Program Director</i> <i>Graduate Certificate in Low Vision Rehabilitation</i> Professor	Jewell Dickson-Clayton, OTD <i>Program Director</i> <i>Entry-level OTD</i> Associate Professor
Sarah Tucker, PhD <i>Program Director</i> <i>Post-Professional OTD</i> Assistant Professor	Megan Carpenter, OTD <i>Doctoral Capstone Coordinator</i> Assistant Professor	Haley Curry, OTD <i>Academic Fieldwork Coordinator</i> Assistant Professor
Deek Cunningham, MS <i>Director of Clinical Education</i> Assistant Professor	Hon Yuen, PhD <i>Director of Research</i> Professor	Sarah dos Anjos, PhD Assistant Professor
Mary Bowman, OTR/L, C/NDT, LSVT-BIG® Neuroplasticity Clinic Assistant Professor	Christopher Eidson, PhD Assistant Professor	Areum Han, PhD Assistant Professor
Laurie Malone, PhD Associate Professor	Valley McCurry, PhD Assistant Professor <i>Director of Continuing Education</i>	Sarah Beth Spraberry, MS Assistant Professor
Jason Vice, PhD Assistant Professor	Brooks Wingo, PhD Associate Professor	

Adjunct Faculty

Jenice Heck, OTR/L, MMC Assistant Professor	Julie Preskitt, PhD Associate Professor	Jan Rowe, Dr. OT Associate Professor
	Laura Vogtle, PhD Professor Emeritus	

Staff

Donna Burnett Program Manager - SHP Grants and Contracts	Emily Delzell Grants Writer	Jessica Hawkins Clinical Research Coordinator II
Kerry McAlpine Administrative Supervisor Graduate and Professional Admissions	Victoria Stargell Program Manager I Fieldwork/Capstone Experience	

FACULTY AND STAFF DIRECTORY

Faculty

Sarah dos Anjos, PhD, OTD, MS, OTR/L SHPB 351	Assistant Professor	934-7323 smanjos@uab.edu
Rachel Ashcraft, MS, OTR/L, TBRI® Practitioner SHPB 371	Assistant Professor Program Director: Multitiered Approach to Trauma Graduate Certificate	934-1044 Rar82@uab.edu
Elizabeth Barstow, PhD, OTR/L, SCLV, FAOTA* SHPB 350	Professor Program Director Graduate Certificate Low Vision Rehabilitation	934-7321 bbarstow@uab.edu
Mary Bowman, OTR/L, C/NDT, LSVT-BIG® SHPB 360Z	Assistant Professor	934-1068 mbowman@uab.edu
Megan Carpenter OTD, OTR/L, SCFES SHPB 348	Assistant Professor Doctoral Capstone Coordinator	934-1800 mcarpenter@uab.edu
Haley Curry, OTD, OTR/L SHPB 348	Assistant Professor Academic Fieldwork Coordinator	934-2421 hmckin@uab.edu
Deek Cunningham, MS, OTR/L, FAOTA* SHPB 677	Assistant Professor Director of Clinical Education	934-8958 deekc@uab.edu
Jewell Dickson-Clayton, OTD, MPH, OTR/L, ATP, FAOTA* SHPB 339	Associate Professor Program Director: Entry Level Clinical Doctorate in Occupational Therapy	934-7238 jdickson@uab.edu

Christopher Eidson, PhD, OTR/L, FAOTA* SHPB 378	Assistant Professor	934-6284 ceidson@uab.edu
Areum Han, PhD, OTR/L SHPB 340	Assistant Professor	205-934-3568 ahan@uab.edu
Gavin Jenkins, PhD, OTR/L, ATP SHPB 355	Professor Department Chair	934-5437 jenkingg@uab.edu
Laurie Malone, PhD SHPB 343	Associate Professor	975-6432 lamalone@uab.edu
Valley McCurry, PhD, MBA, OTR/L, FAOTA* SHPB 361	Assistant Professor	934-7324 valley@uab.edu
Sarah Beth Spraberry, MS, OTR/L SHPB 364	Assistant Professor	934-7326 sbrooke2@uab.edu
Sarah Tucker, PhD, OTR/L SHPB 338	Assistant Professor Program Director: Post Professional Clinical Doctorate in Occupational Therapy Program	934-8623 sarahg1@uab.edu
Jason Vice, PhD, OTR/L, SCLV SHPB 342	Assistant Professor	996-1374 jvice02@uab.edu
Brooks C. Wingo, PhD SHPB 385	Associate Professor	934-5982 bcwingo@uab.edu
Hon K. Yuen, PhD, OTR/L SHPB 354	Professor Director of Research	934-6301 yuen@uab.edu

Adjunct Faculty

Jenice Heck, MMC, OTR/L	Assistant Professor
Julie Preskitt, PhD, OTR/L Ryals 330H	Associate Professor (Secondary Appointment)
Jan Rowe, Dr. OT, OTR/L, FAOTA*	Associate Professor
Laura Vogtle, PhD, OTR/L, ATP, FAOTA*	Professor Emeritus

* Denotes Fellow of the American Occupational Therapy Association.

The honorary designation of FAOTA is awarded for significant contributions to the profession of occupational therapy.

Administrative Staff		
Donna Burnett SHPB 352	Program Manager - SHP Grants and Contracts	975-6860 burnettd@uab.edu
Emily Delzell	Grant Writer	934-3568 esd@uab.edu
Jessica Hawkins SHPB 339	Clinical Research Coordinator II	975-2882 Jessb89@uab.edu
Kerry McAlpine SHPB 353	Administrative Supervisor Graduate and Professional Admissions	934-5420 kmcalpin@uab.edu
Victoria Stargell SHPB 347	Program Manager I Fieldwork and Capstone Experience	996-9497 vzajic@uab.edu

DEPARTMENT CONTACT INFORMATION

- Telephone number: 205-934-3568
- Fax Number: 205-975-7787
- Web address: <https://www.uab.edu/shp/ot/>

MISSION, PHILOSOPHY AND CURRICULUM DESIGN

INTRODUCTION

The UAB Department of Occupational Therapy's mission reflects the philosophy of occupational therapy as well as promotes and enhances the mission and strategic vision of both the University of Alabama at Birmingham (UAB) and the School of Health Professions (SHP):

The Institution: The University of Alabama at Birmingham

Institutional Philosophy: At UAB, we have never settled on the limitations of the present—we have helped build the future through new ideas and initiatives in the classroom, the laboratory, the studio, and the clinic. UAB's vision, mission, and shared values provide a foundation for the university's strategic plan.

UAB's Vision: UAB is a world-class research university and academic health system committed to understanding and improving the human experience.

UAB's Mission: UAB enriches society and improves health and well-being through transformational educational experiences, groundbreaking research, innovation and entrepreneurship, community engagement, and world-class patient care while serving our UAB, local and global communities.

UAB's Values: UAB Shared Values: We CARE

Collaborate: Work as a team for the greater good.

Act with integrity: Be accountable and always do the right thing.

Respect all: Champion diversity and opportunities for all, with civility.

Excel: Innovate and strive for excellence in everything we do.

The foundation of the university mission rests on four foundational pillars. These are:

- **Education:** Prepare UAB's student body to become healthy, engaged global citizens and leaders by providing a world-class, socially conscious education.
- **Research, Innovation and Economic Development:** Empower innovative research, scholarship and creative activities that drive knowledge and job creation focused on improving society.
- **Community Engagement:** Engage with UAB and external communities in meaningful and mutually beneficial collaborations that contribute to the public good.
- **Patient Care:** Provide the highest-quality patient-centered integrative care and translate discoveries into revolutionary therapies.

UAB, 2024-2028: <https://www.uab.edu/plan/forging-ahead/plan>

The University's vision, mission, and values provide a framework and common language for collaboration and strategic goals that will build on its strong foundation. The university serves students and patients while recognizing that it is also embedded in a vibrant community.

SCHOOL OF HEALTH PROFESSIONS PHILOSOPHY

The UAB School of Health Professions does not have a philosophy statement. Here we provide the school's vision statement:

School of Health Professions Vision: To be recognized as a global leader in teaching, research, and service that develops new scientific knowledge, removes barriers and disparities, and develops leaders who help individuals, organizations, and communities to achieve their highest potential in a changing world.

School of Health Professions Mission: Improving the health and well-being of people everywhere through exceptional, collaborative, and innovative teaching, research and service.

School of Health Professions Values: Collaboration; Compassion & Caring; Diversity, Equity & Inclusion; Excellence & Achievement; Integrity; Respect; Service; Social Responsibility and Stewardship

UAB School of Health Professions (2022)

The goal of the University and School is to provide education that prepares diverse students to lead, teach, and provide professional services; to become prominent scholars and societal leaders of the future; to pursue research that benefits society, spurs innovation and expands our capability to discover and share new knowledge.

THE DEPARTMENT OF OCCUPATIONAL THERAPY

Vision: To advance occupational therapy practice by providing outstanding entry-level and post-graduate education; translate science to deliver exemplary practice; lead innovative and ground-breaking research and train the next generation of researchers and leaders of our profession.

Mission: To improve the lives of people through innovation in research, education, and service. We focus on our students' intellectual and social development and prepare visionary and ethical practitioners, leaders, scholars, and researchers who are curious about and committed to promoting participation in valued occupations as a means of enabling health and wellness for individuals, groups, and populations. Cultivating excellence, interdisciplinary collegiality, and inclusive excellence, we strive to prepare our graduates to be advanced entry-level practitioners able to deliver innovative, culturally responsive, and reasoned practice; to be societal leaders; and to pursue research that will benefit society and expand our capability to discover and share knowledge. In doing so, we strive to be recognized as a premier national and

international occupational therapy program through excellence in teaching, research, and service.

Value Statement: Advancing Inclusive Excellence in Occupational Therapy at the University of Alabama at Birmingham

The UAB Department of Occupational Therapy is committed to embracing a diverse and inclusive environment that reflects our collective values, cultures, aspirations, life experiences and commitment to excellence.

We believe that our department and community are enriched by the contribution and participation of people from different backgrounds. We are committed to developing an environment for the education of our students that views inclusive excellence as a transformational force in their academic and professional growth.

Toward this end, we will intentionally seek to:

- Create a welcoming community that engages its diversity in the service of student and organizational learning.
- Create a department that expects all members of our community to respect and appreciate individual and cultural differences.
- Recruit, retain and support a culturally diverse body of students, faculty, and staff.
- Give attention to the cultural differences that each learner brings to the educational experience and that enhances our department.
- Promote inclusive excellence for people of different backgrounds throughout all interactions within the UAB Department of Occupational Therapy community.

The Department's vision and mission are aligned with both the vision and mission of the School of Health Professions and UAB to provide **education** that prepares diverse students to lead, teach, provide professional services and become the prominent scholars and societal leaders of the future; pursue **research** that benefits society, spurs innovation and expands UAB's capability to discover and share new knowledge; and encourage partnerships that improve education, health and quality of life through **service** at home and around the globe.

Our vision and mission reflect our commitment, in line with UAB's fundamental pillars, to educate, advance research and discovery, and use knowledge to respond to the needs of our communities (UAB, 2018).

Influenced by The American Occupational Therapy Association's "Vision 2025" (AOTA, 2017), we strive to address our profession's overarching purpose to meet society's occupational needs and aspire to strengthen our profession's value and outcomes for all clients, while acknowledging our location within a region comprised of traditionally underserved communities.

Through their preparation as lifelong learners, innovators and evidence-based practitioners, our graduates will be prepared to improve the health and well-being of persons, groups, and populations, today and into the future.

FOUNDATIONAL PHILOSOPHIES

Fundamental Beliefs about Humans

We believe that occupation is a central aspect of the human experience. Occupation fulfills basic human needs essential for survival, provides the mechanism for people to exercise and develop innate capacities of a biological, social, and cultural nature, to adapt to environmental changes and flourish as individuals (Wilcock, 1993). People differ in how they are motivated toward and choose to do things, in their patterns of everyday life, and in their individual capacities (Kielhofner, 2017). Humans are complex beings engaged in a dynamic process of interaction with physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Human beings evolve, change, and adapt through their active engagement with their environments (AOTA, 2007).

Thus, we advocate the use of occupation to facilitate health by promoting growth, change, and/or adaptation with the goal that our clients will participate in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life. This aligns with the philosophical base of the profession of occupational therapy, which states “that by virtue of our biological endowment, people of all ages and abilities require occupation to grow and thrive; in pursuing occupation, humans express the totality of their being, a mind–body–spirit union. Because human existence could not otherwise be, humankind is, in essence, occupational by nature.” (Hooper & Wood, 2014)

To address this our mission is to optimize people’s participation in occupation and to understand its influence on health and well-being. We believe that participation can be supported or restricted by the physical, affective or cognitive abilities of individuals, the characteristics of the occupation, or the physical, social, cultural, attitudinal and legislative environments (WFOT, 2010). Our role is to better understand all aspects of a person (volition, habituation, and performance) and the influence of the environment (Kielhofner, 2017) when we work with clients who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation or participation restriction. This also includes those experiencing occupational deprivation, occupational alienation, occupational imbalance, and occupational injustice. Enabling occupation for personal well-being, for community development, to prevent illness, and to advance towards social justice and a sustainable ecology, provides the motivation and momentum to deliver and continue to evolve our department.

Educational Philosophy

The Department of Occupational Therapy is committed to providing students with opportunities to discover, apply, and disseminate knowledge, and to recognize life-long learning as the path to successful professional service.

The Department is committed to providing a climate for learning that is grounded in the mission of the UAB and of the SHP. This climate for learning includes mutual respect and concern for all learners, openness to questions and risk taking, cultural awareness and a focus on excellence through engagement in active learning. The Department of Occupational Therapy tailors its educational program to strategies that emphasize embedded, real-life learning.

To promote this, the Department aligns itself with UAB's Quality Enhancement Plan (QEP), which began in 2015, and focuses on "Learning in a Team Environment." (UAB, 2015). A main tenet of the Department's fundamental belief about learning is to shift the focus of instruction away from the teacher dispensing information and towards students engaging in activities that require them to use occupational therapy concepts to solve problems. Specific pedagogies, such as project-based learning, team-based learning, and case-based learning, provide the structures to support learning, and foster both engagement and scholarship to an extent greater than is possible with traditional instructional pedagogies.

The use of group learning facilitates not only the acquisition of knowledge but also several other desirable attributes, such as communication skills, teamwork, problem solving, independent responsibility for learning, sharing information, and respect for others (Wood, 2003). As such, they provide a powerful intellectual and social foundation for dealing with genuinely challenging problems.

The faculty is responsible for facilitating students' learning and guiding them toward accomplishment of program competencies. Faculty members act as a coach or a facilitator, drawing upon the Departmental, School and University resources with the goal for students to ultimately be responsible for their own learning experiences.

This is commensurate with AOTA's Philosophy of Occupational Therapy Education (2018), which emphasizes the fundamental beliefs of occupational therapy education as:

"Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching-learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation. Occupational therapy education is an ongoing process that shapes a practitioner's professional identity."

THE ENTRY-LEVEL DOCTOR OF OCCUPATIONAL THERAPY CURRICULUM DESIGN

Introduction

The curriculum design and associated curriculum reflect, at their core, the importance that the program places on occupation, occupational participation, and health and well-being.

These core tenants fully support the profession's philosophy of occupational therapy, which states:

“Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.” (AOTA, 2020)

“Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.” (AOTA, 2020)

Scope of the Curriculum

The UAB entry-level OTD program addresses the 2018 ACOTE standards, as well as its own vision and mission, through an integrated curriculum centered on occupation, occupational participation, health and well-being, and the occupational therapy process.

Strong community partnerships embedded throughout the program ensure that meaning, understanding, and learning are all defined relative to practice contexts or within opportunities that closely simulate the demands of practice. Further, partnerships with non-traditional entities allow learning and development in emerging sectors, challenging learners to see occupational therapy in action beyond traditional settings, addressing, for example, occupational deprivation and justice at an individual, community, and societal level.

As a program, we strive to develop professionals who are well-prepared for current and emerging practice. Our goal is to produce graduates who use the most current evidence base to focus on client-centered enablement of occupation and base decisions on client information, a critical review of relevant research, expert consensus, and past experiences. Graduates of our curriculum will possess a series of characteristics and skills that will guide them to be innovators and collaborators who always strive to achieve and maintain high standards of professional integrity toward clients, colleagues, partners, stakeholders, and the public.

Curriculum Model

Our curriculum design is depicted in the model below (Figure 1).

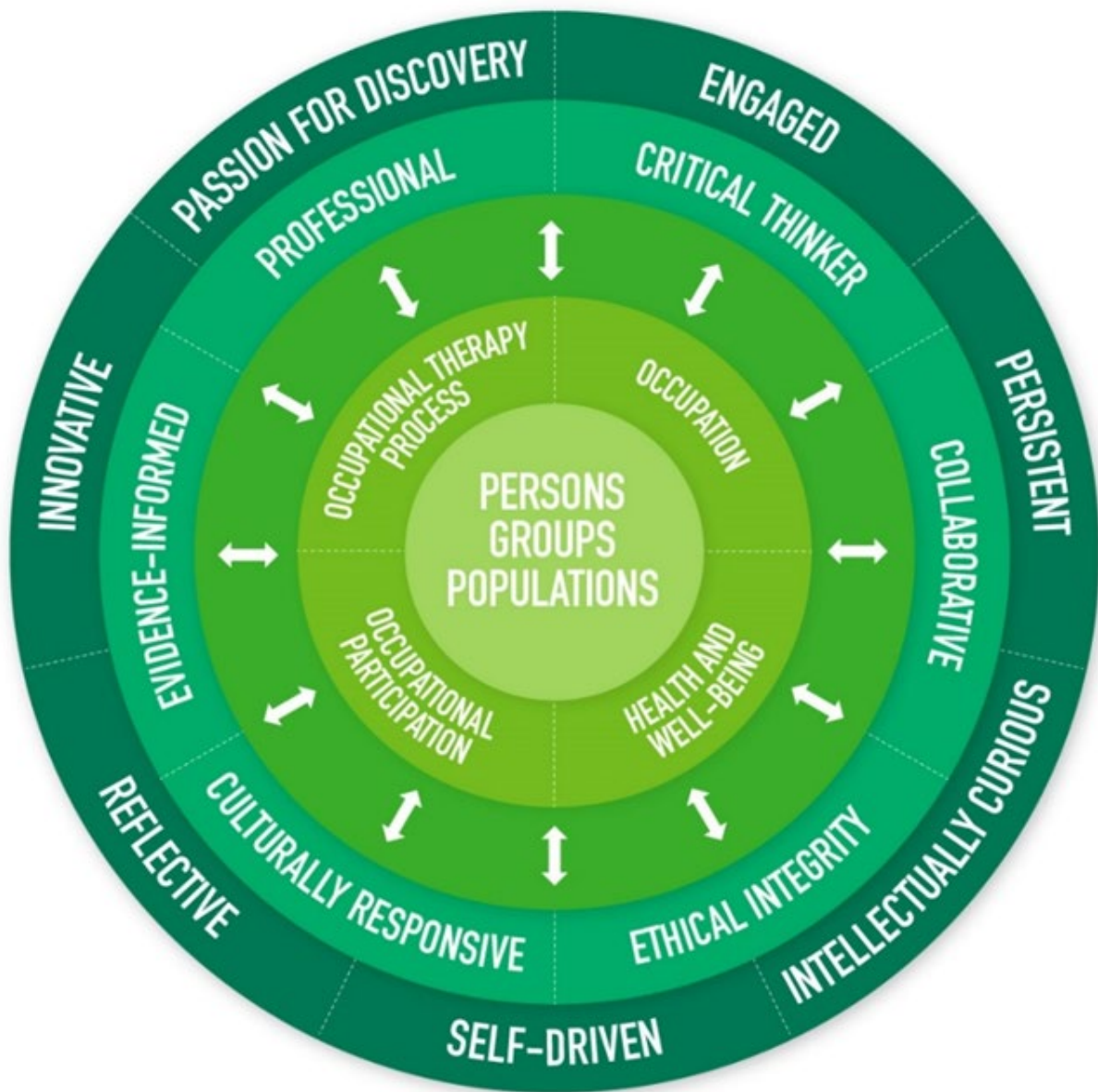


Figure 1: UAB OTD Curriculum Model

Key:

- Core: represents those we serve.
- First ring: department occupational therapy threads.
- Arrows: represent interaction of curriculum and professional characteristics.
- Second ring: characteristics of students beginning level II fieldwork.
- Third ring: characteristics of students upon program graduation.

Model Core

The core of the model is the basis for the curriculum, and those who we serve. The unique contribution that occupational therapy offers to society is enabling the health and well-being of **people, groups, and populations** through participation in occupations. The OTD curriculum is designed to ensure that it is responsive to the needs of the individual, the profession, and the broader society. Therefore, we provide our students with opportunities to use these fundamental qualities as a basis for clinical practice, scholarly pursuits, and service opportunities.

First Ring

The model's first ring, adjacent to its core, highlights our program's curriculum threads of **1) occupation, 2) occupational participation, 3) occupational therapy process, and 4) health and well-being**. To facilitate students' socialization into this collective belief about occupation, occupational participation, and health and well-being, the faculty use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2020) as a summary of the interrelated constructs that describe occupational therapy practice. These threads form the central tenants of the curriculum, permeate its courses and learning activities, and are reflected in student assessment measures.

Arrows

The arrows between the first and second ring represent the interaction between the curriculum and the **characteristics that we identify as important to occupational therapy professionals, employers, and alumni**.

Second Ring

Characteristics located in the second ring describe our expectations of students after they complete didactic courses and as they enter their level II fieldwork. Students develop these interpersonal attributes to support the application of the core tenants of our curriculum. The curriculum is designed to facilitate the students' socialization into our collective belief that **ethical integrity, professionalism, cultural responsiveness, collaboration, critical thinking, and evidence-informed care** are the basis of occupational therapy practice.

Third Ring

The outermost ring offers insight into the culmination of the didactic, fieldwork, and critical capstone process as the student emerges as an advanced entry-level occupational therapist. The characteristics emerging at this point are the attributes that differentiate the novice who entered the program from the graduate at completion of the curriculum, when they emerge as an occupational therapist who is **engaged, persistent, intellectually curious, self-driven, reflective, and innovative and has a passion for discovery**.

The layers of the curriculum are the foundations of our professional program that is designed to lead and support our students to experience and then pursue excellence as an advanced entry-

practitioner, to be a societal leader, and to pursue research that will benefit society and expand our capability to discover and share knowledge.

Curriculum Core Tenants or Threads

The UAB Department of Occupational Therapy Curriculum Threads include:

1. Occupation
2. Occupational Participation
3. Health and well-being
4. Occupational Therapy Process

Occupation/Occupational Participation/Health and Well-being

“Achieving health, well-being, and participation in life through engagement in occupation” (AOTA, 2020) is the central statement of our curriculum. This statement is woven into all learning experiences to support our students’ understanding of the complex nature of occupation and participation. Occupation refers to the everyday activities that people do as individuals, in families, and within communities to occupy time and bring meaning and purpose to life. Occupations include things people need to do, want to do, and are expected to do (WFOT, 2023).

Interrelated with occupation, the World Health Organization (WHO, 2001) and the Occupational Therapy Practice Framework (AOTA, 2020) use the term “participation” to refer to “involvement in a life situation.” Consistent with this usage, the term “occupational participation” is used within our curriculum to refer to engagement in activities that are part of a person’s sociocultural context and are desired and/or necessary to one’s well-being. It is through the active engagement in occupations that have personal and social significance that an individual’s health and/or well-being is promoted, facilitated and/or maintained. These statements support our curriculum and shape our students’ learning.

The complex and multi-faceted nature of occupation, occupational participation, and their impact on health and well-being inform our instructional activities. In turn, these are supported and shaped by key features and emphases within our curriculum that facilitate and support the therapeutic use of occupations. Our curriculum scaffolds elements, identified as critical in modern health and social care, in a dynamic, creative, inquisitive, and flexible manner.

Drawing on the diversity of our student cohorts, we strive to tailor our education to reflect and build on their life narratives to empower them as graduates of our program to be advanced entry-level practitioners whose practice is shaped by **ethical integrity, professionalism, cultural responsiveness, collaboration, and critical thinking** and is **informed by evidence**. As graduates, professionals, and citizens they will be **engaged, persistent, intellectually curious, self-driven, reflective, and innovative**, with a **passion for discovery**.

Occupational Therapy Process

Infused through our curriculum is the process of guiding the development of our students from their starting points as novices to the level of competence necessary for advanced entry-level practice. To support their development, the curriculum supports students’ needs for formally

learned facts and rules to guide behavior, as well the process of development in which they increasingly rely on their own decision making to guide their behavior.

We use the Occupational Therapy Practice Framework: Process and Domain (AOTA, 2020) to provide the structure for these formally learned facts and emphasize mastery of the occupational therapy process as an important step in enabling our students' ability to successfully respond to the novel situations they will face as graduates. Throughout their journey from novice to competent practitioner, the importance of this "borrowed knowledge" is emphasized to support success, both as a student and upon graduation as an advanced entry-level practitioner.

Rationale for Curriculum Design (selection, scope, and sequencing of content)

Students enter the program with diverse academic backgrounds and life experiences. The curriculum's structure ensures that students have opportunities to share their abilities, knowledge, and skills. Students will individually and collectively build upon and integrate their prior knowledge while developing their occupational therapy identity. This is an important component of our occupational therapy education that supports students' advancement as practitioners, future scholars, and leaders in the community.

Didactically, the curriculum stresses problem solving, discussion, reading and writing, and analysis and synthesis of information. The use of traditional lectures is minimized, and classes are regularly divided into small learning groups. Faculty assume the role of facilitators and encourage students to learn through team-, problem-, and case-based studies; cooperative learning; peer instruction; role playing; and simulation. Students participate in multiple experiential learning laboratories involving hands-on interaction with therapeutic media.

Development as a scholar is fundamental to the curriculum because contemporary clinical practice is informed by evidence-based decision-making that uses the best available research findings, integrated with clinical expertise and understanding of the client's values, to design interventions that provide optimal outcomes. Evidence-informed practice assumes that all practitioners have background knowledge in research, in particular, the skills of searching for and appraising literature, using research in assessment or intervention, and using research approaches to evaluate the effectiveness of service outcomes. To promote active participation in evidence-informed practice, our coursework and classroom activities are structured to help students develop and practice the skills required to appraise research critically, match research findings to specific clinical questions, and to integrate research into practice.

Finally, our students are actively engaged in real-world problem solving and work with numerous community partners, which prepares them for emerging areas of practice and helps them become leaders in their communities. Throughout the curriculum, students acquire essential knowledge and skills through immersion with community partners that engages them in real-world problems at the individual, community, and organization level. These immersion opportunities provide elements necessary for our students to apply sets of key component skills, developed through classroom participation and coursework, to clearly identify needs with

growing confidence and autonomy. Our curriculum is structured to expose students to an extensive network of community partners in both traditional and non-traditional and emerging settings in which occupational therapy can support the health and well-being of a diverse client base.

We encourage our students, who are pursuing a Clinical Doctorate in Occupational Therapy, to take responsibility for their learning as soon as they begin the curriculum. Developing independent responsibility for learning and professional behavior is embedded in our curriculum and forms a core characteristic of our graduates. This prepares them to take responsibility for their careers by giving them the skills they need to systematically analyze their developmental needs, identify and use appropriate methods to meet those needs, and regularly review achievements in relation to their personal and career objectives. Professional development is a key process for maintaining professional licensing and certification, and we expect all graduates of our program to participate in this process as a routine part of their professional practice. Our curriculum acknowledges that professional development is a learning framework for our students to ensure that they model and promote the values of reflective and evidence-informed practice, critical appraisal, and a commitment to lifelong learning. The faculty and students collaborate to develop professionals who are well-prepared for current and emerging practice, who use the most current evidence-base, to focus on client-centered enablement of occupation, based on client information and critical review of relevant research, expert consensus and past experience. Equally, graduates of our curriculum will be innovators, and collaborators, and always achieve and maintain high standards of professional integrity toward clients, colleagues, partners, stakeholders, and the public.

Summary of Curriculum Design

Curricular Threads	Goals and Objectives (Learning Outcomes)	Course(s) Addressing Goals and Objectives	Instructional Design to Address Goals and Objectives/Curricular Threads
<ul style="list-style-type: none"> • Occupation • Occupational Participation • Occupational Therapy Process • Health and well-being 	<ul style="list-style-type: none"> • Demonstrate and articulate an understanding of occupation as a core value and organizing principle of the profession of occupational therapy. • Develop creative implementation of occupation-based practice in current and emergent practice areas. • Operationalize current research and knowledge bases to guide professional reasoning, critical-thinking, and decision-making in the context of evidence-informed practice. • Implement the occupational therapy process to facilitate occupational participation to promote health and well-being. • Demonstrate culturally responsive practice during implementation of the occupational process through collaboration with clients, caregivers, and other professionals. • Exhibit professionalism and demonstrate ethical integrity consistent with 	<p>The entire curriculum supports and facilitates the program threads, goals, and objectives. Each course contributes to these elements.</p>	<ul style="list-style-type: none"> • Lecture • Problem solving/problem-based learning. • Discussion • Reading and writing • Analysis/synthesis of information • Small group learning • Experiential learning • Team-based learning • Case-based learning • Cooperative learning • Peer instruction • Role playing • Simulation • Laboratory experience • Hands-on experience • Therapeutic media • Reflective activities

	<p>the occupational therapy code of ethics throughout all areas of practice.</p> <ul style="list-style-type: none"> • Develop as reflective practitioners who are empowered and engaged in their own learning and professional development. • Demonstrate intellectual curiosity and a passion for discovery to develop innovative solutions in clinical practice and scholarly activity. 		
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Philosophy of Occupational Therapy - AOTA's statement:

The progressive educational position of UAB's occupational therapy programs integrate effectively with the enduring values of occupational therapy focused on the importance of occupation and the facilitation of occupational performance and with AOTA's Philosophy of Occupational Education (AOTA, 2018):

“Occupational therapy education prepares occupational therapy practitioners to address the occupational needs of individuals, groups, communities, and populations. The education process includes academic and experiential components (fieldwork, capstone, continuing education). The philosophy of occupational therapy education parallels the philosophy of occupational therapy yet remains distinctly concerned with beliefs about knowledge, learning, and teaching.

What Are the Fundamental Beliefs of Occupational Therapy Education?

Students are viewed as occupational beings who are in dynamic transaction with the learning context and the teaching–learning process. The learning context includes the curriculum and pedagogy and conveys a perspective and belief system that include a view of humans as occupational beings, occupation as a health determinant, and participation in occupations as a fundamental human right. Education promotes professional and clinical reasoning; critical thinking; cultural understanding; and the integration of professional values, theories, evidence, ethics, and skills. This approach will prepare practitioners to collaborate with clients to achieve health, well-being, and participation in life through engagement in occupation (AOTA, 2020). Occupational therapy education is an ongoing process that shapes a practitioner’s professional identity.

What Are the Values Within Occupational Therapy Education?

Enacting these beliefs to facilitate the development of a sound reasoning process that is client centered, occupation based, and theory driven while also encouraging the use of best evidence and outcomes data to inform the teaching–learning experience may include supporting:

- Active, engaging, diverse, and inclusive learning within and beyond the classroom environment.
- A collaborative process that builds on prior knowledge and experience.
- Continuous professional judgment, evaluation, and self-reflection; and
- Lifelong learning and continuous advocacy for the profession and society’s occupational needs.

In addition, the philosophy and content of UAB educational programs are supportive of the profession’s distinct value statement (AOTA, 2015), acknowledging its value to our graduates as they advocate for the profession to enhance quality and provide value in the dynamic systems we work:

Occupational therapy's distinct value is to improve health and quality of life through facilitating participation and engagement in occupations, the meaningful, necessary, and familiar activities of everyday life. Occupational therapy is client-centered, achieves positive outcomes, and is cost-effective.

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ACCREDITATION

Current Accreditation Status: Accredited

The UAB Entry-Level Occupational Therapy Doctoral (OTD) degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at

- 7501 Wisconsin Avenue, Bethesda, MD 2014.
- ACOTE's telephone number c/o AOTA is (301) 652-AOTA and it's web address is www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage

Individual state regulations must then be met for the initially certified OTR to practice. All states require licensure or other types of regulation (e.g., certification or registration) to practice; however, these state requirements are usually based on the results of the NBCOT Certification Examination. Alabama is one of these states. Students/new graduates should contact the Alabama Occupational Therapy Licensure Board (www.ot.alabama.gov) P.O. Box 3926, Montgomery, Alabama 36109-0926, telephone number (334) 353-4466).

Most Boards award regular permits once the individual receives verification of successful completion of the national certification exam. In Alabama, one CANNOT practice if the certification exam is failed and will not be awarded licensure to practice until the exam has been passed. Many states conduct criminal background checks as part of determining eligibility to apply for licensure to practice.

The **UAB entry-level Clinical Doctorate in Occupational Therapy program** is designed to lead to professional licensure in Occupational Therapy. While there is a national professional exam, National Board for Certification in Occupational Therapy (NBCOT) examination, associated with the occupational therapy licensure, specific licensure requirements still vary from state to state.

COURSE–SEQUENCE

Students enter the program with diverse academic backgrounds and life experiences. The curriculum's structure ensures that students have opportunities to share their abilities, knowledge, and skills. Students will individually and collectively build upon and integrate their prior knowledge while developing their occupational therapy identity. This is an important component of occupational therapy education. Further, the curriculum stresses problem-solving, discussion, reading and writing, and analysis and synthesis of information.

The use of traditional lectures is minimized, and classes are regularly divided into small learning groups. Students are encouraged to learn through team, project, and case-based studies, cooperative learning, peer instruction, role-playing and simulation while faculty assume the role of facilitator. Students participate in multiple experiential learning laboratories involving hands-on interaction with therapeutic media. Students are also actively engaged in real-world problem-solving, working with numerous community partners.

The curriculum leading to the Clinical Doctorate in Occupational Therapy has at its core critical practice courses, fieldwork experiences, and capstone engagement, designed to prepare the student for generalist practice upon graduation. The student also completes basic science courses, research/evidence-based courses, and foundational knowledge courses that support the student in the content and rigor of the practice, fieldwork, and capstone courses.

Students enter the program having completed their undergraduate education, including program prerequisites.

Typical Sequence:

Summer Semester I		
OT701	Theoretical Foundations for Advanced Occupational Therapy Practice	3
OT704	Research Design for Occupational Therapy Practice	3
OT715	Introduction to the OT Process, Analysis and Adaptation of Occupation	3
OT716	Social, Economic and Political Factors that influence Occupational Participation	2
OT717	Creative Occupations	2
OT730	Performance Skills for Occupation: Introduction	2
Total Credit Hours 15		
Fall Semester II		
OT720	Contexts of Professional Practice: Infancy to Early Childhood	6
OT726	Low Vision & Participation	3
OT731	Performance Skills for Occupation: Infancy to Adolescence	2
OT764	Fieldwork Experience	1
OT776	Capstone Project	1
Total Credit Hours 13		
Spring Semester III		
OT705	Evidenced-based Occupational Therapy Practice Design and Application	3
OT721	Contexts of Professional Practice: Childhood to Adolescence	6
OT732	Performance Skills for Occupation: Adulthood	2
OT750	Scholarly Inquiry I	2
OT764	Fieldwork Experience	1
OT776	Capstone Project	1
Total Credit Hours 15		
Summer Semester IV		
OT703	Advocacy and Healthcare Policy in Population Health	3
OT706	Management for Occupational Therapy Practice	3
OT722	Contexts of Professional Practice: Early Adulthood to Middle Adulthood	6
OT751	Scholarly Inquiry II	2
OT764	Fieldwork Experience	1
OT776	Capstone Project	1
Total Credit Hours 16		
Fall Semester V		
OT634	Seminar in Professional Readiness	2
OT723	Contexts of Professional Practice: Later Adulthood	6
OT727	Health & Wellness Promotion	3
OT774	Contemporary and Emerging Issues in Occupational Therapy	2

OT776	Capstone Project	1
		Total Credit Hours 14
Spring Semester VI		
OT765	Advanced Fieldwork Experience I	10
		Total Credit Hours 10
Summer Semester VII		
OT766	Advanced Fieldwork Experience II	10
		Total Credit Hours 10
Fall Semester VIII		
OT777	Capstone Experience: Emerging as an Occupational Therapist	14
		Total Credit Hours 14
		Total Curriculum Hours: 107

COURSE DESCRIPTIONS

From UAB Graduate Catalog at:

<http://catalog.uab.edu/graduate/schoolofhealthprofessions/occupationaltherapy/>

Summer I

OT 701: Theoretical Foundations for Advanced Occupational Therapy Practice (3 credits)

Occupational therapy frameworks, theory, philosophy, conceptual models, and practice models as guides to clinical reasoning; integration into clinical practice.

OT 704: Research Design for Advanced Occupational Therapy Practice (3 credits)

Emphasis on study designs, advanced statistical concepts, internal and external validity, confounding variables, extrapolation of findings from sample to population; critique of the professional literature.

OT 715 Introduction to the OT Process, Analysis and Adaptation of Occupation (3 credits)

Examines the complex nature of occupation and how it contributes to the experience of being human; Employing logical thinking, critical analysis, problem-solving and creativity, students will learn how to analyze and adapt occupations. Students will study the domain and process of occupational therapy through case-based learning.

OT 716 Social, Economic and Political Factors that Influence Occupational Participation (2 credits)

Examines the individual, community and systems level influencers of occupational participation; Discussion of health viewed through social, cultural and systemic factors. Focus on developing critical thinking skills related to occupational justice, occupational disruption, deprivation, apartheid, transitions and imbalance in culturally responsive practice.

OT 717 Creative Occupations (2 credits)

Exploration of arts and crafts in both historical and contemporary contexts; involvement in creative projects and reflections on experience to support understanding of creativity in the arts, sciences, professions, evaluation, daily life, and culture.

OT 730 Performance Skills for Occupation: Introduction (2 credits per semester)

Introduction to the examination of anatomical, physiological, neurological, cognitive, biomechanical, and functional movement principles and the relation of these, and changes to occupational participation.

Fall II**OT 720 Contexts of Professional Practice: Infancy to Early Childhood (6 credits)**

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of infancy to early childhood.

OT 726 Low Vision & Participation (3 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention to address issues related to vision loss across the lifespan referred for OT treatment in all practice settings. Case-based learning.

OT 731 Performance Skills for Occupation: Infancy-Adolescence (2 credits per semester)

Anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes, from infancy through adolescence, to occupational participation.

OT 764 Fieldwork Experience I (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776 Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Spring III**OT 705: Evidenced-based Practice Design and Application for Advanced Practice (3 credits)**

Strategies for evidence-based service delivery; critical analysis of the literature to support clinical practice.

OT 721 Contexts of Professional Practice: Childhood to Adolescence (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of childhood to adolescence.

OT 732 Performance Skills for Occupation: Adulthood (2 credits per semester)

Examines anatomical, physiological, neurological, cognitive, biomechanical and functional movement principles and the relation of these, and changes, across adulthood, to occupational participation.

OT 750 Scholarly Inquiry (2 credits)

Introduction to key elements of quantitative and qualitative research design and implementation relevant to occupational therapy practice. Integration of theory, research design, and methods to design and implement a scholarly study.

OT 764 Fieldwork Experience II (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776 Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Summer IV

OT 703: Advocacy and Healthcare Policy in Population Health (3 credits)

Broad overview and challenges of the current U.S. healthcare system; impact of regulation on health care access, delivery, cost, and quality; effective patient-professional relationships.

OT 706: Management for Advanced Occupational Therapy Practice (3 credits)

Managing people and resources in a practice environment changing due to political, regulatory, economic, and social drivers.

OT 722 Contexts of Professional Practice: Early Adulthood to Middle Adulthood (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of early adulthood to middle adulthood.

OT 751 Scholarly Inquiry (2 credits)

Continued study of key elements of quantitative and qualitative research design and implementation relevant to occupational therapy practice. Integration of theory, research design, and methods to design and implement a scholarly study.

OT 764 Fieldwork Experience III (1 credit per semester)

Series of experiential courses that emphasize the application of occupational therapy skills when working with clients and the influence that physical, psychological and/or social factors have on participation in occupation.

OT 776 Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Fall V

OT 634 Seminar in Professional Readiness (2 credits)

Forum for exchange of ideas and experiences; student, faculty, and alumni presentations on variety of topics.

OT 723 Contexts of Professional Practice: Later Adulthood (6 credits)

Evaluation, planning, implementing, and documenting client-centered, occupation and evidence-based occupational therapy assessment and intervention of later adulthood.

OT 727 Health and Wellness Promotion (3 credit hours)

Occupational Therapy's role in developing theory-driven and evidence-based health promotion and wellness programs. Theoretical perspectives and intervention models guiding health promotion and wellness programs for individuals or groups of people, with and without disabilities, and in a variety of settings. Case-based learning.

OT 774 Contemporary and Emerging Issues in Occupational Therapy (2 credits)

Exposure to contemporary and emerging issues and trends in occupational therapy practice; value and contribution of occupational therapy in complex and emerging settings; key competencies and unique professional attributes of occupational therapists; factors influencing health and social contexts.

OT 776 Capstone Project (1 credit hour)

In-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Synthesis project includes literature review, needs assessment, goals/objectives, and evaluation plan.

Spring VI

OT 765 Advanced Fieldwork Experience I (10 credits per semester)

Supervised practice experience designed to develop advanced entry-level, generalist professional skills.

Summer VII

OT 766 Advanced Fieldwork Experience II (10 credits per semester)

Supervised practice experience designed to develop advanced entry-level, generalist professional skills.

Fall VIII

OT 777 Capstone Experience: Emerging as an Occupational Therapist (14 credit hours)

Supervised experience for dissemination and application of the capstone synthesis project to demonstrate in-depth knowledge in a focused area of study.

GRADUATION CRITERIA

To matriculate from the Occupational Therapy Professional Program and receive the Clinical Doctorate in Occupational Therapy, students must have:

- completed the 107 credit hours from the Clinical Doctorate in Occupational Therapy program required for graduation.
- have earned at a minimum B in all courses (note: two C's are permissible) and achieved at least a 3.0 cumulative grade point; completed all required courses, have no incomplete courses, completed Level 1, Level 2 placements, and the capstone project/experience
- all tuition and fees must be up to date, and
- be in 'good standing' with the department and the graduate school.

Typically, the program is completed in 8 semesters.

STUDENT LEARNING OUTCOMES/PROGRAM COMPETENCIES

Program competencies, or the skills and abilities learners acquire through its curriculum, are the end-product of an educational program. These competencies represent a dynamic combination of knowledge and understanding, interpersonal and practical skills, ethical values and responsibilities, and abilities.

The educational goals of the curriculum are designed to produce strong, competent, and effective entry-level advanced occupational therapists. Our graduates will possess occupational therapy knowledge, skills, creativity, and critical clinical reasoning. Specifically, our curriculum will prepare them to:

- Demonstrate and articulate an understanding of **occupation** as a core value and organizing principle of the profession of occupational therapy.
- Develop creative implementation of **occupation-based practice** in current and emergent practice areas.
- Operationalize current research and knowledge bases to guide **professional reasoning, critical-thinking, and decision-making** in the context of **evidence-informed** practice.
- Implement the **occupational therapy process** to facilitate **occupational participation** to promote **health and well-being**.
- Demonstrate **culturally responsive practice** during implementation of the occupational process through **collaboration** with clients, caregivers, and other professionals.
- Exhibit **professionalism** and demonstrate **ethical integrity** consistent with the occupational therapy code of ethics throughout all areas of practice.
- Develop as **reflective** practitioners who are **persistent, self-driven, and engaged** in their own learning and professional development.
- Demonstrate **intellectual curiosity** and a **passion for discovery** to develop **innovative** solutions in clinical practice and scholarly activity.

ESSENTIAL TASKS AND SKILLS

The Department of Occupational Therapy wishes to facilitate success for each student. **As a student, if you know of any reason that you cannot now, or after standard instruction, meet all of the requirements set forth below, you are to inform the UAB Disability Support Services so you can be counseled regarding the process for requesting reasonable accommodations. The University of Alabama at Birmingham wishes to make reasonable accommodations in areas in which it is able to do so.**

Note: there are certain requirements and standards of performance that this program cannot accommodate, such as in the areas of safety or judgment.

The student must possess sufficient cognitive skills to:

- Acquire, apply, process, retain, and apply knowledge through a variety of instructional methods such as written materials (i.e., texts, journals, documentation and other written sources), oral-delivery, visual demonstrations, laboratory experiences, clinical experiences and independent learning.
- Complete reading assignments, search and analyze professional literature, and apply information gained to guide practice.
- Process (measure, calculate, analyze, synthesize, and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem-solving in a logical and timely manner.
- Perceive and understand three-dimensional relationships and spatial relationships necessary for education and practice-related tasks such as moving in a variety of environments, designing treatment equipment, and fabricating splints.
- Maintain attention for 2 - 4 hours; tolerate days when classes or fieldwork may last 8 - 10 hours.
- Take and pass tests/quizzes in a variety of formats.
- Complete written assignments and produce written documentation in standard and organized English.
- Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
- Apply safety knowledge and judgment to a variety of situations.
- Comply with university, program, and fieldwork site rules and regulations.
- Demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of individuals (behavioral, cultural, etc.), in order to maximize client performance.
- Apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
- Identify and select occupations that are goal directed and motivate and challenge clients.
- Demonstrate judgment necessary to establish priorities and develop and use strategies.

The student must possess sufficient interpersonal skills, communication skills, and affective learning skills to:

- Demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, empathy and confidence.
- Collaborate with classmates, clients, family members, significant others and team members.
- Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
- Participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
- Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints and often concurrently.
- Orally present information to groups of people.
- Communicate in the English language effectively and clearly in oral and written forms, using proper spelling, punctuation, and grammar to explain procedures and teach skills.
- Use language appropriate to the recipient, with faculty, peers, clients, and other health professionals from different social and cultural backgrounds; use communication skills needed to practice safely.
- Obtain information from clients, peers, faculty, supervisors and other professionals.
- Use therapeutic communication skills such as attending and active listening during therapeutic interactions; motivating and facilitating client behaviors in order to maximize client performance.
- Communicate effectively both verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and non-verbal communication and social cues.
- Be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients and establish professional identity within complex systems.
- Utilize the computer for communication and class assignments.
- Observe persons and scenarios and elicit relevant information for use in assessment and intervention.
- Plan, guide and implement both individual and group interventions.

The student must possess sufficient professional behaviors to:

- Demonstrate respect for diversity, including but not limited to, socio-cultural, socioeconomic, spiritual, and lifestyle choices.
- Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
- Exhibit professional demeanor including appropriate language and dress, acceptance of responsibility for conduct.

- Demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
- Exhibit flexibility and adapt to changing environments and expectations.
- Cope with stresses encountered in the intensive educational process as well as clinical practice environments.
- Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
- Tolerate working in environments where there is exposure to disability, illness, pain and death.
- Maintain general good health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical settings.
- Maintain ethical standards including honesty, integrity and confidentiality, at all times.
- Produce the required volume of work in the expected time frame.

The student must possess sufficient physical and sensory skills to:

- Tolerate sitting up to 2 hours at a time, over an 8-10 hour period.
- Tolerate periods of physical activity up to 8 - 10 hours per day.
- Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
- Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, lab and clinical settings.
- Demonstrate lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques including, but not limited to, transferring another person into and out of a wheelchair, to and from the commode or bed, etc.
- Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, and integrated function of the senses of vision, hearing, tactile sense, vestibular (movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials, and supplies and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.
- Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process; these capacities would include ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending and rotation.
- Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head, and limb movements.
- Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.

- Legibly record/document evaluations, patient care notes, and referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
- Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
- Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.
- Demonstrate a sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.
- Travel to various community and fieldwork sites for experiential learning, clinical opportunities and fieldwork.

OT DEPARTMENT POLICIES AND PROCEDURES

The purpose of this document is to present the policies of the UAB Department of Occupational Therapy and to specify the standards of student scholastic performance and professional conduct. Students must read this document carefully to gain a precise understanding of Department expectations. These policies are intended to ensure nondiscriminatory recruitment and matriculation practices, preservation of student rights, and promotion of a standard of performance that will qualify you to meet the demands and challenges of occupational therapy practice.

Your ability to practice as an occupational therapist will depend upon the extent of your knowledge and how you apply it to help people of all ages construct healthy, meaningful, and productive lives.

Therefore, the faculty urges you to maintain the highest level of achievement. You are investing in your future as a professional person and in the success of the profession.

ACADEMIC ADVISOR

In the first summer semester of the professional program, each student will be assigned an academic advisor who will be available to them throughout the didactic portion of the program. Academic advisors provide guidance on professional and academic matters, and are a resource for personal matters should they arise.

Students will contact their academic advisor to schedule a meeting at least once per semester or as requested by the individual student or faculty to review program progress and work through professional and personal growth issues. Semester meetings should preferably take place by midterm.

Note: When students complete the didactic portion of the program and transition to Level II Fieldwork and Capstone Experience – ALL students will transition and be advised/mentored by the Academic Fieldwork Coordinator during Level II Fieldwork Rotations, for the 6th and 7th semesters of the program, and by the Doctoral Capstone Coordinator for the 8th semester of the program.

ACADEMIC PROGRESS: STUDENT RESPONSIBILITY

Students are responsible for monitoring their university records. This includes checking the number of credits completed/needed for the Occupational Therapy degree, financial aid requirements and other university requirements such as vaccinations and health insurance. Students are also responsible for the timeliness and accuracy of all university, department forms and required documentation for fieldwork/capstone experiences. Students should refer to the OT department, Graduate School and the University websites.

ACADEMIC PROGRESSION: “GOOD STANDING”

All students in the occupational therapy program must remain in academic “good standing” in the Graduate School and the Department of Occupational Therapy throughout the tenure of the program. If at any time a student is not in academic “good standing”, they will not be allowed to progress toward completion of the degree.

“Good standing” is defined as follows:

Graduate School: “For a student to maintain good academic standing in the Graduate School, they must maintain a cumulative grade point average (GPA) of at least 3.0 (B average) and an overall satisfactory performance on pass/not pass courses. Satisfactory performance on pass/not pass courses is defined as earning at least as many hours of P as of NP grades.”

See: <https://catalog.uab.edu/graduate/academicprogress/#tex>

Department of Occupational Therapy professional program: Successful completion of all occupational therapy coursework with a grade of B or greater, or pass (P) in pass/fail coursework and at least a minimum GPA of 3.0.

- **Exception:** a student is permitted to earn a grade of C in **no more than 2 occupational therapy courses, while maintaining at least a minimum GPA of 3.0, without sanctions being imposed.** Sanctions will range from the student being placed on academic probation, being asked to repeat coursework through to dismissal from the program.

Note: coursework is didactic as well as practical or clinical. Fieldwork or clinical education is included in the definition of coursework.

Remediation: if a student who fails to maintain a 3.0 semester GPA for any semester in the program or receives a grade of C in any occupational therapy course they will be placed on academic alert. At that time the student’s advisor will refer the student to the Department’s Committee for Student Success. For this purpose, the Committee for Student Success will be comprised of at least two faculty members and the student’s advisor who act on behalf of the faculty as a whole. They consider all appeals to academic policies, requests for leaves of absence, and grade appeals. They make recommendations to the OTD Program Director.

The Department’s Committee for Student Success will review the progress of any student who has received a C in any course and/or whose GPA falls below 3.0 and who has been placed on academic alert. The Committee may request a meeting with the student and will consider recommendations/remediation to the student about actions that need to be taken to improve academic performance and then monitor progress.

The goal of remediation is to promote student success by ensuring that the student has the full support of the department and university.

If a student is dismissed from the occupational therapy program, based on failure to remain in academic “good standing”, they may petition for consideration to be re-admitted barring any ethical or professional behavior issues. The occupational therapy program coursework is sequential. For this reason, if the student is permitted to return to the program it will be in the semester in which the failed course is offered again. Re-admitted students may also be asked to remediate prior to returning to the program, if it is deemed to be in the best interest of the student.

The process to petition for re-admission is as follows:

A student, previously dismissed from the program based on failure to remain in academic “good standing”, may petition (in writing) to the Program Director for reinstatement into the program.

Prior to writing to the Program Director, the student must have been absent from the program for a minimum of one semester.

Following that absence, the written petition must be received at least 60 days prior to the date the student wishes to be re-admitted to the program.

Upon receipt of the petition, the Department’s Committee for Student Success (CSS) will be notified by the Program Director to review the petition.

The CSS will respond to that charge by the Program Director within 14 days, either with a:

- Formal recommendation to the Department Chair or
- Request for additional information from the student, which may include a request for the student to meet with the CSS.

If additional information or a meeting is required, following receipt of requested information or completion of a meeting, the formal recommendation will be submitted to the Program Director no later than 30 days from the initial petition.

The Program Director will consider the recommendations of the CSS and then make a decision regarding the request for re-admission to the program. The student will be notified in a prompt and reasonable manner.

All reinstatement decisions will include a personalized reinstatement plan, which may include requiring the student to take or repeat specific courses that are deemed necessary for success in the program.

The student will need to review the decision and reinstatement plan and acknowledge agreement in writing within 7 days of receipt.

If the student chooses not to petition, a future request to enter the occupational therapy program requires the student to re-apply through the regular admission process.

ACADEMIC INTEGRITY CODE (UAB)

The University expects the highest ethical and professional behaviors from the academic community. The code, including penalties for violations, is published on the UAB website at [UAB Academic Integrity Code](#)

ACCIDENTS

All accidents/incidents occurring in the Department of Occupational Therapy are to be promptly reported to the faculty member in charge of the class. Incident reports must be filed with the Department Administrative Office within 48 hours of the incident. Failure to report accidents immediately may result in further action.

ADMINISTRATIVE REQUIREMENTS

Required Documentation for Students Prior to Participating In Any Off-Campus Experience:

- Record of immunization.
- Evidence of current criminal background check(s) (CBC).
- Evidence of 10 panel drug screen(s).
- TB testing: (Two, 2-step TB tests, or one TB blood draw, are required upon entry of OT program. Other TB tests will be required at a later date to comply with fieldwork and capstone requirements.)
- CPR at the basic healthcare provider level.
- Health insurance.
- HIPAA training
- FERPA training
- OSHA/Standard Precaution training.
- Certificate of malpractice insurance (provided by the department).
- Documentation from DSS supporting health conditions that may require reasonable accommodations on behalf of the community partner or fieldwork facility.
- Any documentation specific facilities require, which may include additional drug testing and background checks.

All these documents should be kept in a manner that is readily accessible, as it is the responsibility of the student to provide these documents to the community partner or fieldwork site. The above noted documentation will need to be shown to the department prior to initiating any out of class experience, including course-embedded experiences. For additional information, see the *UAB Occupational Therapy Fieldwork and Capstone Manual*.

ARTIFICIAL INTELLIGENCE (AI) TEXT GENERATORS

In all courses students are required to produce their own work, therefore, the use of Generative AI (Artificial intelligence that can produce content) will not be allowed. AI generated submissions cannot achieve a passing grade. This is necessary to ensure you are competent to surpass generative AI in the future – whether in academia, research, the workplace, or other domains of society.

Individual faculty may have additional guidelines for each specific course. Please see the course syllabus for those additional instructions.

Please note: Academic misconduct is present in an academic work wherever AI assistance has been used when unauthorized, or when authorized, has not been disclosed as required. Such behavior is considered deceit and a violation of UAB's shared commitment to truth and academic integrity. Deceit constitutes academic misconduct and is subject to review according to UAB's Academic Integrity Code.

ATTENDANCE

This is a professional graduate education program. In order to adhere to the profession's ethical principles and the accreditation standards guiding occupational therapy education, attendance at all class activities, examinations and fieldwork is mandatory. It is the responsibility of each student to be punctual.

Students should note that the University regards certain absences as excused and, in those instances, requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. The Department of Occupational Therapy adheres to this policy when the absence is recognized as excused by the university.

See: [UAB Attendance Policy for list of excused absences](#)

Other than when an absence is recognized as "excused" based on the above policy or when due to illnesses, death in the family or emergencies, attendance is mandatory. Therefore, missing course activities for other reasons may lead to an unexcused absence. Course activities include lectures, fieldwork experience, capstone experience, seminars, labs, site visits and observations, exams, quizzes, class meetings, and so forth.

The ***department's attendance policy***, listed below, applies to both the didactic portion of the curriculum, fieldwork and capstone experiences. HOWEVER, during fieldwork rotations and capstone experientials the student will refer to the attendance policy in the fieldwork and capstone manual that has more stringent requirements to ensure program compliance with ACOTE standards.

The department's attendance policy states that:

- Regardless of the reason for missing any portion of a course activity, **students are required to contact the department at (205) 934-3568 and then follow-up with an email to the course directors of all courses impacted as soon as possible, prior to the course activity.** The department office personnel will notify the Program Director. The student will need to provide the reason for the absence.
- In the case of absences during Level I or II Fieldwork Rotations, students will contact their Fieldwork Educator, Dr. Haley Curry and follow the attendance policy for fieldwork/capstone experience, as described in the fieldwork and capstone manual.

- In the case of absences during the Capstone Experience, students will contact their Capstone Mentor and Dr. Carpenter (Doctoral Capstone Coordinator) and follow the attendance policy for capstone, as described in the fieldwork and capstone manual.

Students are always responsible for meeting with the course director to discuss make up activities and are responsible for satisfying all academic objectives, as defined by the course director, regardless of reason for non-attendance. Absences count from the first class meeting.

In the case of an emergency such as a death in the family or an illness, as documented by a physician, an email requesting an emergency excused absence, with the attached paperwork, must be sent to the Program Director and affected course directors no later than 24 hours following return to class.

In the case of a student having to miss coursework for non-emergency illnesses that result in a short absence, (such as colds, severe headaches, 24-hour viruses and so forth, that do not necessitate a visit to a doctor or other healthcare professional), students must follow the general department attendance policy described above.

Students who miss **more than two full class periods in a single course during any academic semester** either by repeated tardiness or by unexcused absence will have their final course grade reduced by one letter grade.

Students with **three unexcused absences within the program** in any given semester will invoke the [UAB Academic Integrity Code](#).

Whether the absence is excused or unexcused it is solely at the discretion of the course director as to whether missed coursework can be made-up.

- There are some activities that are impossible to re-create. The program cannot guarantee that all work missed for an excused absence can be made up (An alternative learning/evaluation opportunity may be offered).
- The option to make-up class activities and/or laboratories is at the discretion of the course director. Some activities (including laboratories) due to their complex, time intensive, and/or cost intensive nature will not be able to be made up.
- Students should not expect that an exact makeup version of all course activities (exams, assignments, site visits, lab experiences) will be available.
- This is particularly relevant to high stakes examinations and assignments, such as mid-term, finals, and lab practicals, where there is no guarantee that an alternative will be offered, and the student will need to accept the consequences of missing these on their overall grades.
- **No make-up exams will be given for unexcused absences.**

Tardiness

Tardiness is unprofessional and disruptive to other students. Students who get to class after the beginning of classroom instruction will be marked tardy. **Students who are tardy in three**

separate instances will be considered to have missed the equivalent of one full class period, which will be counted as an unexcused absence. See the above department attendance policy section about procedures to follow when a student is going to miss any portion of class.

CLASS BREAKS

Course directors will be mindful to ensure that regular breaks are allowed during lectures and/or lab sessions. Please minimize disruption to the learning environment associated with students leaving the classroom or eating outside of break times; and by returning promptly upon completion of a break.

COURSES

Classrooms, dates and times of classes for each semester will be indicated on schedules distributed prior to the first day of class each semester. Note that the Department of Occupational Therapy uses designated classrooms and therefore the provided schedules may differ slightly from those posted on BlazerNet.

Until the schedule is finalized for each semester, it is not possible to project class meeting times. Classes and lab experiences are scheduled on a regular basis during the semester. UAB allows classes, lab experiences and community activities to be scheduled during the week from 7am to 7pm and students must also understand that community and clinical sites might require the student to be available on the weekends. Students are expected to be on time for all classes.

DISCIPLINARY ACTIONS

Failure of a student to follow the prescribed guidelines for conduct or academic standards and performance requirements will subject them to disciplinary actions as outlined by the [UAB Academic Integrity Code](#)

In such instances, the student will have an opportunity to respond to an allegation of misconduct.

EMAIL

The University of Alabama at Birmingham provides email services to faculty, staff, and students. Please note that all email messages, documents, and correspondence and data obtained through UAB or UABHS network resources are considered UAB property. Students should review and be mindful of the following: [UAB IT Email Guidelines](#)

Faculty, staff and students are expected to use their UAB email for all email correspondence.

EMERGENCY PLAN – SCHOOL OF HEALTH PROFESSIONS

The School of Health Professions Building Emergency Plan can be found at:

[SHPB BUILDING EMERGENCY PLAN](#)

Students, faculty, staff and visitors to the department should review this plan and be aware of the necessary response to the different emergencies listed.

ETHICS/CONDUCT

Students are expected to conduct themselves in a manner appropriate to a professional person, and to abide by the Code of Ethics set forth by the American Occupational Therapy Association (AOTA). A copy of the *AOTA Code of Ethics* can be found at: [AOTA Code of Ethics](#)

The Occupational Therapy Code of Ethics (2020) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice.

AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code of Ethics is an AOTA official document, and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

- It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles (AOTA, 2020).
- It delineates enforceable Principles and Standards of Conduct that apply to AOTA members (AOTA, 2020).

The University of Alabama at Birmingham Occupational Therapy faculty and students are responsible for learning and upholding the AOTA Code of Ethics in their personal and professional interactions, decisions, and behaviors. Students learn and develop ethical, professional behaviors throughout their tenure at UAB, into fieldwork and ultimately, clinical practice. It is imperative that students take these responsibilities seriously.

EXAMINATIONS AND COURSEWORK

Students are expected to prepare for and to be present for examinations on the scheduled dates. Make-up examinations are reserved for those students who are ill or have other significant problems (e.g., death in the family) that prevent them from taking the exam on the scheduled date (See UAB Attendance Policy above). **Students who will be absent must call the Department of Occupational Therapy office at (205) 934-3568 before the exam time and then follow-up with an email to the course director(s) as soon as possible to explain the problem preventing them from taking the exam.**

- Students must present themselves at the examination room before the examination is due to begin. **Additional time for any student arriving after the start of the examination will not be given, unless the student has accommodations established through Disability Support Services.**

- No student may leave the examination room for the duration of the examination, unless directed to do so by the faculty or the student has accommodations established through Disability Support Services. Any student who leaves the examination room will be deemed to have withdrawn from the examination and will not be re-admitted to the examination room. Doing so may result in forfeiture of the exam (i.e., a grade of zero on the exam).
- Students will be given random assigned seats for all examinations. Students must sit where they are assigned.
- Students must not have access to nor make use of any book, manuscript, calculator, electronic organizer, mobile phone or other device which is not specifically allowed in the instruction for the examination (e.g., laptop for computerized test).
- Mobile phones and smart watches must be switched off and placed in the student's coat, book bag, backpack, or similar item, which will then be deposited at the front of the examination room or as directed by the faculty.
- Consumption of any food or beverages during the examination is prohibited except for situations where prior authorization has been obtained.
- Once the examination starts, students shall not communicate in any way with any person other than the faculty.
- Students must not start writing/typing until given permission to do so by the faculty.
- Students must stop writing/typing immediately when they are instructed to do so at the end of the examination.
- A student whom the faculty believes to be using unfair means (including unauthorized aids, copying or communicating with others) will be so informed and may be subject to the Academic Integrity Code process.
- A student who, in the opinion of the faculty, causes an unreasonable disturbance, and continues or repeats it after warning, shall be required to leave the examination room and will not be re-admitted. Unreasonable disturbance may include the ringing of the student's mobile phone. These actions may result in the failure of the examination and/or more stringent consequences according to the Academic Integrity Code.
- Occasionally, through an inadvertent error or a difference in interpretation, an exam question may be found to be flawed. Examples of issues might include typographical errors, ambiguities, or questions relating to material that is not covered in the course. Students who believe that a question is flawed should notify the course director within one week of the date the examination was administered. This notification by the student should explain in detail why this question seems to be flawed. The course director will investigate all questions brought to their attention in this way, and may make allowances in the grading process, if appropriate. The course director's decision on this is final.
- Normally, the course director returns graded exams within two weeks and provides a review session to discuss the correct answers.
- All examination/test questions, whether electronic or hard copies, remain the property of UAB and remain in possession of the Department of Occupational Therapy. Under no circumstances is a test/examination to be duplicated, retained by the student (unless allowed by the course director) or posted or distributed in any manner.

- During the semester, examinations are held at the discretion of the course director; however, the Department of Occupational Therapy has established a final examination schedule for each semester. Make-up examinations are scheduled with the individual faculty. The course director must be contacted in order to schedule the exam on the make-up date during finals week. Make-up exams may have different test items and format from the original exam.
- In terms of assignments, projects, and other coursework, the course director normally can be expected to spend 1-2 weeks grading the items, depending on the length of the assignment, the amount of feedback needed for each student, and the number of students completing the assignment. After a two-week time period or within one week when an upcoming assignment is dependent upon the feedback from the assignment being graded, students are encouraged to consult with the course director in terms of when work will be returned. Problems in receiving graded work within a reasonable time period may be discussed with the Program Director when the course director does not respond to student requests for return of work.
- A student breaching any of these examination or coursework procedures will be reported to the Department Chair/Program Director and the matter will be considered in accordance with University Regulations.

Late Submission of Coursework

Students are responsible for ensuring that they submit coursework assignments in the correct format and by the published deadline (date and time). Any piece of assessed work that is submitted beyond the published deadline (date and time) will be a late submission and will incur a penalty. The department will implement the following penalties for coursework submitted late:

- | | |
|---|---------------------------|
| ● Up to 24 hours after the published deadline | Loss of a letter grade |
| ● Up to 48 hours after the published deadline | Loss of two letter grades |
| ● Up to 72 hours after the published deadline | Graded as zero (0) |

FACULTY AVAILABILITY

Please be aware that while our primary goal as faculty members is to facilitate student learning, all faculty have other responsibilities, which demand time and attention. These roles range from involvement on committees to research and client care. Please remember that weekends and evenings are not considered times that faculty is required to be available by the Department of Occupational Therapy. Please anticipate correspondence, email or telephone, to be returned during traditional business hours.

FACULTY TITLES

Faculty are to be addressed by their title (Ms., Mr., Dr., etc.) and last name. The climate in the department is student oriented and faculty members strive to be approachable and have the common goal of excellence in education for each student. However, addressing faculty by their title and last name conveys appropriate respect for an academic appointment and is a way to recognize the scholarly achievements of occupational therapists in an academic setting.

Fieldwork educators, capstone mentors, classroom guests should also be addressed by their title (Ms., Mr., Dr., etc.) and last name.

This applies to all forms of communication (verbal, written, electronic) with faculty, staff, fieldwork educators and guests. Students should demonstrate a high standard of professionalism and respect in all interactions with others.

FIELDWORK LEVEL I

In addition to didactic coursework, the student is required to complete a series of Level I experiences. These fieldwork experiences provide the student with an opportunity to translate theory into practice and to observe or define the roles of occupational therapy in various clinical/community settings. Fieldwork experiences are embedded throughout the program.

FIELDWORK LEVEL II

Occupational therapy students complete their preparation for professional practice by spending the required equivalent of 12 weeks full-time fieldwork in two significantly different clinical settings. The expected progression is for the student to complete two sequential 12-week placements in the spring and summer semesters of their second and third year.

CAPSTONE EXPERIENCE

The Doctoral Capstone is an individualized project designed and implemented by each student. Capstone project courses and education is designed to both challenge the student and offer them an opportunity for in-depth exposure to one or more of the following: research skills, clinical practice skills, theory development, program development and policy development, administration, advocacy, or education (ACOTE, 2018). Students are required to complete the equivalent of no less than 14 weeks (560 hours), during their capstone experiences. During the doctoral experience, the student is mentored by an expert in the focus area chosen.

See UAB Occupational Therapy Fieldwork and Capstone Manual for specific policies related to all fieldwork and capstone experiences.

FIRST AID KIT

First Aid kits can be found in classrooms 124 and 125. Students or faculty will find band aids, gauze, antibiotic ointment, and others supplies available in the kits. Students and faculty should notify the department if supplies are being depleted so that the kits can remain stocked appropriately.

Please see section: Accidents.

GRADING

Criteria for grading will be discussed at the beginning of each semester. Unless otherwise specified, the grades will be based on university policy:

100-90%	A (superior performance)
89-80%	B (adequate performance)
79-70%	C (performance only minimally adequate for a graduate student)
Less than 70%	F

NOTE: Grades will be reported to students only by course instructors or via BlazerNet. Students are advised not to call the Department of Occupational Therapy main office or ask staff members for grades, as they are not at liberty to give this information due to FERPA policies.

Students receive end of semester grades according to their level of performance in each course. Future practice as an occupational therapist demands at least a minimal level of competence; therefore, the student must achieve at least a "B" level of performance for progression to the next sequence of occupational therapy courses (a grade of C in two occupational therapy course is allowed). **This expectation applies to units of study within courses as well as to specifically numbered courses. The faculty reserves the right to require that a student demonstrate acceptable achievement in all portions of the program whether this be a unit of work within a course or the total course content. Also, note the section on Academic Progression "Good Standing".**

Grades

The assignment of grades is the responsibility of the individual faculty member. General guidelines are available for each academic experience that outline criteria for awarding grades within each course syllabus. If a student believes that a grade was awarded inappropriately, the student must first request that the course director review the submitted coursework by providing rationale to support the request and then, if necessary, request a review of the grade by the Program Director. The Program Director's decision will be final. If the Program Director is the course director, the Department Chair will review the decision and their decision will be final. The Program Director/Department Chair will respond within five (5) workdays after notification.

If a student receives a final grade of F due to academic misconduct, the student may appeal the grade to the Program Director and then to the Department Chair. If the student believes that the decision of the Department Chair is unfair then they may appeal to the Associate Dean for Academic and Faculty Affairs and then to the School of Health Professions' Dean. The Dean's decision will be final. The responses of the Program Director, Chair, Associate Dean and Dean will occur within five (5) workdays from receipt of the student's request. The student must initiate the appeal process within 30 days of the date that the grade was posted.

Grade Rounding

Final course grades which are determined using decimals will be rounded up to the next whole number only when equal to .5 or greater. For example: 89.50 would round up to 90.

Academic Alert

It is the policy of the program to utilize an academic alert system to early identify students who are struggling academically and assist them in identifying strategies to improve their academic skills as follows:

Triggering Events

- A single “high stakes” assessment score of less than 80%.
- A composite grade of less than 80% at midterm

Academic Alert Process

- Once a student has been identified, they will be notified and placed on academic alert.

They will be required to do the following:

- Meet with the course director and academic advisor to discuss an individualized remediation plan which they will be required to complete.

Progress/Outcomes

- An academic alert is removed at the end of the semester if the student completes the semester with semester course grades of A or B and a UAB Term GPA of 3.0 or greater.
- Academic Alert is not recorded on the permanent file. It is a process utilized to assist student’s success.

GUIDELINES FOR STUDENT USE OF SPACE AND RESOURCES

The Department of Occupational Therapy is in the privileged position of having classrooms allocated solely for the use of the department.

Students have access to these rooms from 7 am to 7 pm, Monday to Friday using their OneCard. Access outside these times, including at weekends is not permitted.

Use of the OneCard is tracked centrally and security cameras are monitored routinely for purposes of maintaining security of department areas.

Classrooms may be used by students for professional and educational purposes only.

All classrooms, both within the department and throughout the School of Health Professions and UAB, must be always kept clean and tidy.

Students should be courteous of noise levels and disruption when between classes. Students who are disruptive will be asked to leave the building.

Food consumption in the classrooms must be kept to a minimum, except for approved lab activities. Beverages in containers with lids may be used in the classrooms.

The different resources and facilities in the classrooms, including the kitchen in room 125, may not be used by students except for approved activities under the supervision of the course director(s).

Note: Room 136 must be kept clean. The kitchenette must be maintained to the highest standard and the fridges must be kept clean and remain clean. Food may not be stored in the fridges overnight.

Failure to maintain any area to a high standard may result in the removal of the privilege to use the facilities outside of scheduled class times.

Students may not invite people outside the department into the classrooms without prior permission from the Program Director.

UAB's policy states that individuals are not allowed to attend University courses unless officially enrolled for class through the appropriate registration process.

Students, faculty, and staff are responsible for ensuring that these areas remain secure by keeping doors closed/locked at all times. Access to the classrooms is limited to the department and a limited number of key individuals only. Therefore, any actions that compromise safety, such as propping doors open, allowing others into the rooms and so forth, will not be tolerated.

When using rooms outside the department the area must be left in the highest standard and ready for courses that follow allocated times. Failure to comply may result in disciplinary actions.

CHILDREN IN UNIVERSITY COURSES

While there are some exceptions related to teaching and lab practicals, the position on children being brought into classrooms is that it is not appropriate for students to bring children into a classroom or course.

Having children in the classroom can impact the learning environment for other students, however, the department does acknowledge that occasionally issues with childcare and other circumstances can present challenges and, in those cases, students are encouraged to email the course director to discuss this as soon as they arise.

IDENTIFICATION BADGES

Students are provided with a UAB Campus OneCard photo identification badge.

Students must wear their OneCard badge at all times in and around the campus. Any student who is seen not wearing a badge may be asked to leave the premises.

The UAB Campus OneCard is the card used to gain entrance into the School of Health Professions Building and the appropriate classrooms.

If a student loses the UAB Campus OneCard they must report this to the staff in the Department of Occupational Therapy **immediately**, for information on how to obtain a replacement. The student will be responsible for all associated costs for replacing the UAB Campus One Card.

INCOMPLETES

The Department of Occupational Therapy faculty do not give grades of “Incomplete” for failure to meet due dates for course assignments, except when extraordinary circumstances prevent compliance. The circumstances include, but are not limited to, severe illness, death in the family, and other significant, unexpected events. A student must discuss the need for an incomplete with the respective course director. The incomplete must be made up and grade assigned in line with the university policy at that time.

LABORATORY EXPERIENCES

Students should realize that many courses require the student to examine and be examined by other students, and to practice learned techniques and procedures under the supervision of faculty members. As a result, occupational therapy laboratory sessions may require the student to dress in a manner that allows that the body part to be evaluated and treated can be adequately exposed. Course directors will inform students if the required dress code does not align with the standard dress codes outlined in this handbook.

During any given laboratory session, students are responsible for disclosing to the course director any physical or medical condition or cultural, religious, ethnic and personal circumstances that might make involvement in certain examinations and techniques inadvisable, undesirable and/or prohibited. In no instance will a student be penalized if a physical or medical condition prevents them from receiving certain examinations or treatment procedures. However, the student must comply with the ADA in terms of performing the examinations and techniques, i.e., the student is required to meet the essential functions of the occupational therapy program. Reasonable accommodations, documented with DSS, may be implemented.

Students are not allowed to treat any medical problems or conditions of other students. Students should never provide treatment for medical problems without supervision from a certified and state licensed occupational therapist. The professional liability insurance that covers each student only covers the student when providing occupational therapy interventions with the appropriate supervision sanctioned by the University of Alabama at Birmingham.

In the same regard, students should not ask faculty for advice or to treat any medical conditions – physical or psychosocial.

LEAVE OF ABSENCE

If a student has to take a leave of absence, they should first speak to the Program Director to discuss the reason for the leave, the stated time of the leave and any necessary documentation (letter of necessity from physician, personal letter reflecting hardship, etc.). Each request will be considered on an individual basis. If the student is unable to complete the requirements for an academic semester a grade of incomplete may be considered. If the incomplete is given, the work must be made up within one semester of the leave of absence.

In the circumstance of a leave of absence request during a Fieldwork Rotation, the student should first notify the Academic Fieldwork Coordinator, including the reason for the request,

the amount of time requested, and any necessary documentation (e.g., letter of necessity from physician, personal letter reflecting hardship, etc.). The Academic Fieldwork Coordinator will advise the student regarding notifying the fieldwork site. The Academic Fieldwork Coordinator will forward the request to the Program Director for consideration. If the student is unable to complete the requirements for completion of the Fieldwork Rotation during the academic semester, a grade of incomplete may be considered. In either case, if the Fieldwork Rotation is not completed within one semester of the leave of absence of request, a failing grade will be submitted.

In the circumstance of a leave of absence request during the Capstone Experience, the student should first notify the Doctoral Capstone Coordinator, including the reason for the request, the amount of time requested, and any necessary documentation (e.g., letter of necessity from physician, personal letter reflecting hardship, etc.). The Doctoral Capstone Coordinator will advise the student regarding notifying the fieldwork site. The Doctoral Capstone Coordinator will forward the request to the Program Director for consideration. If the student is unable to complete the requirements for completion of the Capstone Experience during the academic semester, a grade of incomplete may be considered. In either case, if the Capstone Experience is not completed within one semester of the leave of absence of request, a failing grade will be submitted.

All requests will be considered on an individual basis. Failure to make the request in a timely manner may result in the request being denied. In the event that the leave of absence is granted, the terms of completing the remaining portion of the Fieldwork Rotation will be determined by the Academic Fieldwork Coordinator based on the circumstances surrounding the request and site availability. The terms of completing the remaining portion of the Capstone Experience will be determined by the Doctoral Capstone Coordinator based on the circumstances surrounding the request and site availability. All Level II Fieldwork Rotations and Capstone Experiences must be completed within one year of completion of didactic coursework. For more information, see the UAB Occupational Therapy Fieldwork and Capstone Manual.

LEAVE OF ABSENCE - PREGNANCY

A student who is pregnant is asked to notify course directors/laboratory personnel and the Academic Fieldwork Coordinator immediately to prevent problems related to harmful exposure in the inappropriate receipt of occupational therapy interventions, and participation on out-of-class experiences and fieldwork involving clients with communicable diseases. Complications related to the pregnancy should be discussed immediately with the Program Director if it is expected that participation in the curriculum may be impacted.

The Department has had many students who have been pregnant (or students whose significant other is pregnant) and have given birth while in the program and at all stages. As long as the necessary absences for medical appointments and for the birth are carefully planned then absence of this nature will not typically impact the students' progression through the program.

- **Title IX**
 - See: <https://www.uab.edu/titleix/pregnancy-parenting>
 - <https://www.uab.edu/titleix/>
- **Campus Lactation Centers**
 - The department will customize a plan for students upon their return from maternity leave, including ensuring that the student has access to the resources and facilities they need that aligns with their course schedule.
 - In addition, the UAB Commission on the Status of Women has worked to provide lactation centers around campus. Please see: <https://www.uab.edu/titleix/pregnancy-parenting/campus-community-support/lactation-centers>

LOCKERS

Student lockers are available in limited supply. They are located in the hallway outside classrooms 124/125 on the first floor. Lockers are available on a first come first serve basis. Students are responsible for purchasing suitable locks and removing them at the end of each semester. Students are reminded not to leave valuables unattended; the department is not responsible for locks or the contents of lockers.

ONLINE/VIRTUAL CONDUCT

At times, you may have meetings that are conducted virtually. The following are guidelines students are expected to follow when participating virtually. Failure to meet any of these guidelines is considered a violation of professional behavior.

Person

- **Dress appropriately** – you should dress as you would for an in-person class.

Environment

- **You should be in a quiet environment.** Plan where you are going to be ahead of time so that you can limit auditory distractions during the meeting.
- **Your background should not be visually distracting.** Sit in front of a simple background or use a virtual background. Be sure that there are no pets or other people in the background and if something visually distracting enters the space, mute your video briefly until you remove them from the environment.
- **You are to be seated upright and professionally.** You should not be reclined or lying down at any time. If sitting on a bed, seat yourself in a way that does not show the headboard.
- **You are not to be in a moving vehicle at any time** while participating in a virtual meeting.

Occupation

- **Your microphone must be muted** as soon as you sign on and whenever you are *not* speaking.
- **Your video should be on, unless you have been granted an exception from the instructor.** It is acceptable and recommended to mute the camera if you must leave the

screen or if something distracting enters your environment, but turn it back on as soon as possible. Video is crucial in building trust and engagement in virtual communications.

- **No eating during your meeting, unless you have been granted an exception from the instructor.**
- **Do not send private chats during a class session.** You need to understand that the “chat” feature creates an **automatic record** that is saved on the instructor’s computer, which includes messages to “everyone” as well as “private”. Limit chat to class comments and questions.
- **Do not share meeting links publicly.** If you are setting up or sharing meeting links, use email.

PROGRAM EVALUATION

A variety of measures are used on an ongoing basis to provide data helpful for continually improving the quality of the programs and to maintain accreditation. Students are periodically asked and encouraged to provide confidential feedback regarding various aspects of the program.

PROFESSIONALISM

Professional conduct includes behaving with courtesy and respect towards classmates, clients, staff, classroom and department visitors and faculty. Personnel in the Department are here to help the student develop professional attitudes, knowledge and, skills in occupational therapy. This process is best fostered in a climate of mutual respect and high expectations.

Professional relationships and mentoring established within the department and school are part of the department’s overall top-down approach to developing professionalism. A top-down approach emphasizes role modeling and immersion in both a professional culture and professional activities. Students have opportunities to participate in professional occupational therapy associations at both state and national levels, as well as student organizations within the department. Through such engagement, students gain experience in active volunteerism and leadership, which fosters the development of humanitarianism, integrity, and accountability. Participation in professional opportunities also promotes a critical awareness of personal behaviors and respect for others.

The faculty take professional behaviors seriously. When a student demonstrates inappropriate professional behaviors, faculty will meet with the student to discuss the behavior and a plan to improve behaviors will be developed.

PROFESSIONAL DRESS CODE/GUIDANCE

The status of each of us, as individuals, is reflected by the initial image we portray to others. Studies have shown that professional competency is judged initially by the outward appearance and manner of health care professionals. Trust and acceptance by clients is an important factor in how well they respond to our interventions, despite our technical skills. Dress regulations, in many instances, serve to protect the client, to identify the professional to the consumer and to other professionals, and to allow us to do our jobs safely and effectively. Guests to our

department, clients, research volunteers, applicants to the program, and a host of professionals notice our campus attire. When one accepts the individual responsibilities inherent in becoming an occupational therapist, one assumes the collective responsibilities of reflecting upon the profession as a whole.

The University of Alabama at Birmingham has professional dress code guidelines for all students. Students are expected to be well groomed and to portray the appearance of a responsible health professional while in attendance at any activity associated with the profession and/or department. It is the student's responsibility for dressing appropriately. The professional standards, goals, and objectives of the occupational therapy program requires appropriate behavior and attire in the classroom/educational environment. Unprofessional attire may not be worn at any time when a student is representing UAB as an institution – on or away from campus.

Failure to comply with the dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make up missed work.

In All Settings

Photo Identification: UAB Campus OneCard photo identification must be worn at all times (on campus and during off-campus activities affiliated with UAB and during fieldwork and capstone experiences). UAB Campus OneCard photo identification badges must be secured above the waist, with the photo facing forward and clearly visible to others.

Personal Hygiene: Students need to manage their own personal hygiene to avoid offensiveness in close physical interactions with clients, visitors, students and instructors. Body odor, smoke, or other odors are not acceptable. Use of deodorants and/or antiperspirants is encouraged. Perfumes or other strong fragrances are not acceptable.

Nails: Fingernails are to be kept short and clean to avoid skin trauma or contamination. Nail polish should be well maintained in classes and labs. Please note that nail polish and artificial nails are not appropriate in clinical settings and should not be worn in clinical situations to minimize infectious disease concerns.

Hair: All hair should be clean and well-groomed at all times. During labs or during other simulated or actual client interactions, hair should be secured (pulled back/up) in a way that it will not interfere with management of clients or use of equipment.

Hats and head coverings: Hats are not acceptable. Head coverings are allowed when worn for religious, cultural, medical or ethnic observations (please discuss with the Program Director).

Jewelry: Jewelry should be minimal, with no sharp edges, in order to avoid risk to others or self during simulated or actual client interactions (in the classroom, during labs or practical exams, or during community-based and other off-campus clinical education experiences).

Clothing: Clothing should be clean and neat, free of rips, holes and excessive wrinkles or frayed hems. Clothing should not be tight or thin enough for undergarments to be visible. Undergarments shall be worn and shall not be visible when the students are involved in any activities in the classroom, lab or fieldwork experiences – regardless of body position or task.

Classroom Dress Code

In addition to the “In All Settings” guidelines listed above, classroom dress code includes the following:

- **Upper Body:** Tops should provide coverage of the shoulders, chest and torso area. Low cut tops, or short tops that do not fall below the level of the pant or skirt waistband are not considered appropriate attire. Top/shirts should not gap when bending forward nor ride over the lower back region when moving or raising your arms overhead.
- **Lower Body:** Shorts, dresses, or skirts must not be shorter than 3” above the knee. Track, basketball, or other athletic shorts are not acceptable. Leggings, yoga pants and similar can be worn when paired with a dress or tunic-length shirt. Note that tight or revealing clothing is deemed as professionally inappropriate and can disrupt the learning environment.
- **Footwear:** Shoes should be clean, in good condition and must be worn at all times, even when seated (no bare feet). Closed toe shoes, including running shoes or sandals that cover the majority of the foot are strongly encouraged. Flip flops are not acceptable.

Guest lecture attire: When guest lecturers are scheduled to be in the classroom, official UAB OT department polo shirts and khaki, black or navy-blue solid color pants/skirt **MUST** be worn (no denim). Sweatshirts or sweaters may not cover the polo. Students may wear a plain colored long-sleeved shirt under the polo if they anticipate being cold during the guest lecture.

Classroom or external presentation attire: Business or business-casual dress will be required at the discretion of the course instructor. Please ask for additional guidance about what constitutes business or business-casual dress as needed prior to the presentation.

Lab attire in the classroom: Lab attire may be acceptable in the classroom setting if a student does not have adequate time to change between classroom and lab activities. This needs to be cleared with the course instructor and does not apply when guest lectures, outside guests or presentations are scheduled.

Laboratory Dress Code

Wearing appropriate lab attire has a direct effect on learning experiences. Specific guidelines are offered to ensure that you will be able to examine the body, move appropriately and maintain modesty. Students show respect for classmates by presenting themselves in a clean, appropriate lab "uniform". (Course specific dress code requirements are at the discretion of the course instructor and may differ from the general policy).

In addition to the “In All Settings” guidelines, laboratory dress code includes the following:

- For Practical Examinations and Skill Checkouts-Gray (charcoal/pewter) scrubs tops and pants, athletic (tennis) shoes and socks must be worn and in good condition.
- For laboratory activities during class time the following are acceptable:
 - Any color scrub tops and pants, athletic (tennis) shoes and socks must be worn and in good condition.
 - Upper Body: t-shirts, sweatshirts, and scrub tops are acceptable. There may be times students are asked to wear tank tops or sports bras to identify bony prominences or to assess movement. Students will be notified ahead of time and are encouraged to discuss with their lab instructor if they are uncomfortable with that request.
 - Lower Body: track, basketball and other athletic shorts are acceptable. Yoga pants, spandex, scrub pants, and sweatpants can be worn. Athletic (tennis) shoes and socks must be worn and in good condition.

Academic Skills Competencies/Lab Practical/Off Campus Clinical Education Dress Code

Many clinical sites have increasingly strict guidelines on dress and appearance where if the student chooses not to adhere to the policies they would be unable to participate in fieldwork experiences that are hosted at those sites. As a result, the department has stricter guidelines for specific activities that are designed to model all or part of clinical rotations.

Therefore, in addition to the “In All Settings” guidelines, the following dress code applies during academic skills competencies, lab practicals, and/or during off-campus community-based experiences, unless stated otherwise by the course instructor:

Clothing: The course director will provide instructions regarding the appropriate attire for each course and activity. **The official attire for students in the UAB OT department are the UAB OT polo shirts and khaki, black or navy-blue solid color pants/skirts MUST be worn (no denim) or gray scrubs with a UAB OT patch that you will receive from the department.** Sweatshirts or sweaters may not cover the polo. Students may wear a plain colored long-sleeved shirt under the polo if they anticipate being cold. Clothing worn in these settings/situations must be neat and clean to avoid contamination in clinical settings/situations. They should be removed for cleaning as soon as possible after leaving any clinical site to reduce contamination to your personal surroundings.

Shoes: Closed-toe shoes with rubber soles must be worn. Shoes should be clean and in good condition.

Nails: Nails should be clean, trimmed, and free of polish. No artificial nails. Nail length must be kept to a minimum to avoid skin trauma or contamination.

Jewelry: All jewelry should be minimal. Excessive jewelry, dangling earrings or large hoops, and facial piercings are not permitted. With the exception of ear piercing, there will be no visible body piercing, including but not limited to tongue or nose piercing, or eyebrow rings/bars

Tattoos: Visible tattoos are not acceptable. Either clothing or a derma-blend product should cover all tattoos.

Gray (Charcoal/Pewter) color for scrubs:



Failure to comply with the above dress code requirements will result in removal from program activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make up missed work.

PROFESSIONAL & STUDENT ORGANIZATIONS

Student membership in both the American Occupational Therapy Association (AOTA) and the Alabama Occupational Therapy Association (ALOTA) is required during the professional program.

AOTA and ALOTA protect the scope of practice for occupational therapy and represent the profession at the national and state levels. Membership in these associations is comparable to holding “career insurance.” It is our sincere hope that student membership will translate into lifelong membership.

Students will benefit personally and professionally from the publications, member services, and events the associations provide. Various class assignments will require access to the AOTA member website, the ALOTA member website, as well as other events, resources, and membership benefits.

American Occupational Therapy Association

The American Occupational Therapy Association (AOTA) is the national professional association established in 1917 to represent the interests and concerns of occupational therapy practitioners and students of occupational therapy and to improve the quality of occupational therapy services.

Mission Statement

To advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.

Vision 2025

As an inclusive profession, occupational therapy maximizes health, well-being, and quality of

life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.

AOTA is only strong because of member support and participation and therefore the department and faculty require all UAB occupational therapy faculty and students to be members of our national professional organization.

AOTA has an active student membership. Student members get the same benefits as every other AOTA member, with substantial savings on dues and more. More information regarding AOTA student membership and links for joining can be found at: [AOTA Membership](#)

Follow AOTA on social media: students have many opportunities to network with and learn from AOTA leaders, educators, researchers, experienced OTs and OTAs, and fellow students.

Alabama Occupational Therapy Association

The Alabama Occupational Therapy Association (ALOTA) is a member organization. ALOTA is the state-based professional organization and public voice for the occupational therapy profession within Alabama. Members consist of occupational therapists, occupational therapy assistants, occupational therapy students, and corporate sponsors who employ occupational therapy personnel. ALOTA is a state affiliate of the American Occupational Therapy Association (AOTA), which is the national professional association. ALOTA and AOTA share the common goals of working to advance the profession of occupational therapy, the public's awareness of and access to needed occupational therapy services, and the contributions of occupational therapy to health, wellness, productivity and quality of life.

ALOTA is only strong because of member support and participation and therefore the department and faculty require all occupational therapy faculty and students to be members of their state professional organization.

For more information visit: [ALOTA](#)

World Federation of Occupational Therapy (WFOT)

The WFOT was founded in 1952 and is the official international organization for the promotion of occupational therapy. Since its inception, the Federation has done much to develop minimum education standards and clinical practice throughout the world. Each official OT association of a country is eligible to become a member, as can individual certified therapists. The Federation holds a general conference once every four years. Delegates and individual members from countries throughout the world convene to exchange ideas and information.

To join WFOT as an Individual Member please contact the American Occupational Therapy Association. For more information see: [WFOT](#)

Graduate Student Government

The vision of the GSG is to protect and promote the interest of graduate students, provide a forum for graduate students to voice concerns on academic and non-academic issues, and

enhance the quality of education and research at the University of Alabama at Birmingham. For more information: [Graduate School Government](#)

Pi Theta Epsilon

Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. Its mission is to promote research and scholarship among occupational therapy students. PTE recognizes and encourages superior scholarship among students enrolled in accredited educational programs across the United States. For more information: [Pi Theta Epsilon](#)

Each year the Alpha Beta Chapter of PTE, founded at the University of Alabama at Birmingham (UAB) in 1988, inducts new members.

Student Occupational Therapy Association

The Student Occupational Therapy Association (SOTA) was established as a service club in 1969 for, according to the bylaws, "the purpose of fellowship among students, faculty, and those persons interested in promoting the profession; for the dissemination of knowledge; and for the purpose of both unification within the profession and with other organizations at The University of Alabama at Birmingham."

Membership of the association includes interested students enrolled in the occupational therapy program at UAB. The student association also has a faculty sponsor who serves as a liaison between the department and the student association.

One of the main functions of the SOTA is the raising of funds to help pay expenses of student representatives to the Annual Conference of the American Occupational Therapy Association. Funds are also raised for the Memorial Scholarship, to help pay expenses for active members to attend the ALOTA conference, and community service projects. Participation in SOTA is voluntary, but membership is strongly encouraged.

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

Part of UAB's mission is to champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel. In that spirit, COTAD mission is to meet society's occupational needs by developing local and national initiatives and aligning with key stakeholders to create a socioculturally diverse workforce that is able to provide culturally sensitive and client-centered services to occupational therapy consumers.

COTAD Chapters are designed to support occupational therapy students to work together to develop and promote diversity and inclusion within occupational therapy education programs and in the profession. Each Chapter is designed to create opportunities and resources to foster open conversation and increase awareness of different lived experiences to increase cultural humility.

OT Student Ambassador Program

The Student Ambassador Program is a more formal means to reach out to those interested in the Department of Occupational Therapy at UAB. Student Ambassadors correspond with prospective students to answer questions about the department from a student perspective, give tours of the campus, and assist faculty with recruitment activities. It is a volunteer position, and there is an application process for interested students; this usually takes place near the beginning of the second semester, which allows for mentoring with the soon-to-be outgoing cohort of ambassadors. Interested students are encouraged to contact any of the student ambassadors, or the admissions coordinator, Mr. Kerry McAlpine or Mrs. Victoria Stargell, fieldwork and capstone experience coordinator.

QUALITY IMPROVEMENT: COURSE EVALUATIONS

Students are typically asked to evaluate a selection of the courses they take through an on-line course feedback system (IDEA). Student anonymity is protected, enabling the student to provide honest and accurate assessments of course content and instruction.

RECORDS

- Student Records Policy (One Stop Student Services) at: [One Stop Student Services](#)
- UAB Records Retention Policy at: [Records Retention Schedule](#)
- UAB graduate school records policy at: [Graduate School Policies and Procedures](#)

REFERENCE REQUESTS

Faculty are under no obligation to provide references for students. Students are responsible for asking for a professional reference beforehand, and completing a 'Release for Recommendation' form, available from faculty. References will be provided under university/department policies and **cannot be given before receiving the form.**

SCHOLARSHIPS

Keep updated on available scholarships by visiting the following links:

[SHP Admissions Tuition Scholarships](#)

[AOTA Scholarships](#)

SOCIAL MEDIA

Social media, such as LinkedIn, Twitter, Facebook, YouTube etc., can be a useful communication tool, but occupational therapy students should use these forums judiciously. Use of social media sites by health care providers presents unique concerns due to the blurring of the line between one's personal and professional lives (McBride & Cohen, 2009). Occupational Therapy students should note that potential employers might examine your online presence to assess your behavior related to ethical decision-making and/or respectful and courteous communication.

The AOTA Advisory Opinion for the Ethics Commission on Social Networking (2011) stated:

Although posting information on an OSN site is not inherently unprofessional, health care providers need to be cognizant of their responsibility to carefully select the content and amount of information they post. As health care providers, occupational therapy practitioners, educators, and students should ensure that their postings are consistent with professional legal and ethical standards, behavior the term e-professionalism was coined to describe.

UAB welcomes individuals and academic/organizational units to identify their role at UAB publicly on social media. Be aware that by doing so, you are representing UAB and therefore subject to UAB's conduct policies. Students are subject to the [Academic Integrity Code](#).

Academic/organizational units are free to create and maintain a presence on social media that is professional, technically secure and does not violate university web policies or laws that govern the dissemination of public information. These include UAB's Digital Mass Communications and Content policy, UAB IT's Acceptable Use Policy, as well as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). These policies are part of the implicit and explicit agreement you make with UAB for the use of its resources, including its logo and branding.

Social Networking within UAB OT

Students in the Department of Occupational Therapy need to be aware that, when posting on any social media, students must adhere to privacy and confidentiality guidelines and laws. Students should never be discussing or posting pictures of classroom guests, any material about a patient, client or family, or even a work setting – these are HIPAA and confidentiality violations. The rules of academic integrity also apply to postings on social media sites. In considering a post to any social media site, you should think about how it will reflect on you, the department, or the university if it were to become widely known amongst students, faculty and staff.

The Department of Occupational Therapy restricts “friending”, “linking”, “following” on personal social media sites between faculty/staff and students. The only exception to this is the professional site, “LinkedIn”. Maintaining appropriate professional boundaries, while a student is enrolled in the program, means that faculty-student, staff-student merit close consideration of the implications and nature of interactions on social media.

The Department of Occupational Therapy and the students of the Department of Occupational Therapy actively participate on several social networks – consider connecting with your department and colleagues.

STUDENT PHOTOGRAPHS

Each member of the entering classes will be asked to provide/pose for photographs, usually during New Student Orientation. These pictures are used to make a composite picture of the entire class. The pictures are also used for our records and LinkedIn Profiles. Students will be informed where and when the photographs will be taken.

STUDENT SUPPORT AND RESOURCES (ACADEMIC)

There are many resources available to you as a student of UAB for academic support. The following is a list of some of the resources that the department has found to be particularly beneficial to students:

The University Writing Center: This service provides free writing support to all UAB students, including in person one-on-one consultations and tutoring services. More information can be found here: [UAB Writing Center](#)

Library Liaison: Lister Hill Library has a dedicated liaison for the School of Health Professions to serve as a point person and advocate for students and faculty. The liaison is available in person, through email, and instant messenger. Some of the services provided include one-on-one or small group research assistance, review of methods for identifying resources, review of library services, assistance with searching databases, and assistance with managing citations. More information can be found here: [UAB Libraries](#)

TECHNOLOGY REQUIREMENTS

All students must have access to a computer that allows them to complete all coursework and general curriculum requirements. Students are responsible for knowing how to operate the computer systems and the software packages required, including the capability to use the university's lock-down browsers for testing. (Please reference the UAB IT website for recommendations on computer specifications and software availability for students).

UAB's Learning Management System is "Canvas". It is important that students are familiar with accessing and using this system: there are resources for students such as training options, tutorials and technical support on the Canvas website.

TECHNOLOGY USE

Established and emerging online internet and wireless technologies and social networking platforms are fundamentally changing the way organizations and individuals communicate. Because of the constantly evolving nature of social networking platforms and technologies, this policy and guidelines do not attempt to identify every platform, although they will apply to all contemporary communication technologies available.

The rationale for this policy is that in the clinical setting, health care professionals may not engage in the use of any form of electronic device/technologies for non-work-related needs/activities while in the work environment. This includes, but not limited to, making or answering a call, viewing missed calls, sending or receiving text messages, use of social media apps, playing games, accessing internet, listening to music, or any other contemporary communication technologies available. The use of any communication technology is often prohibited or restricted to specific areas. The use of any device to take photographs of staff, visitors, clients/patients and even clinical areas is prohibited. Any photographing, videotaping, audiotaping, and/or filming in clinical areas is subject to strict policies and is often prohibited unless it has been approved by Risk Management Departments.

Therefore, in preparing students for careers in healthcare settings, the UAB Department of Occupational Therapy has a **ZERO TOLERANCE** policy for communication/electronic technology, including cell phone use. This includes, but is not limited to, making or answering a call, viewing missed calls, sending or receiving text messages, playing games, accessing internet, listening to music, emailing or using social media, including but not limited to Facebook, Snapchat, Whatsapp, Facebook Messenger, WeChat, GroupMe, Instagram, YouTube, Pinterest, or any other contemporary communication technologies available during any instructional sessions. This includes, but not limited to, lectures, presentations, discussions, group work, lab activities, community activities, fieldwork rotations and any activity, regardless of setting, associated with courses.

- Communication/electronic technologies, including cell phones, must be silenced and placed out of sight and remain there for all instructional times.
- Communication/electronic technologies, including cell phones may be left on vibrate for emergency notification purposes only. In this case, the student will notify the course director/instructor/fieldwork educator prior to the instructional session and quietly excuse herself or himself when they receive it.
- Communication/electronic technologies, including cell phones may be used when the course director/instructor/fieldwork educator allows it for specific learning activities.
- All course directors build in designated breaks and the use of communication/electronic technologies, including cell phones in the instructional environment is allowed at that time. Students will return their devices to silence/out of sight when instruction recommences.
- The recording of any instructional session, faculty, staff, colleagues, students or visitors, either through video or voice, is strictly prohibited at all times. Prior approval from the person being recorded is required.

The School of Health Professions expects students to maintain an acceptable quality of academic performance and to exhibit appropriate conduct. Students are expected to conduct themselves in a manner similar to the accepted standards for practicing health care professionals. As a result, any student in breach of the technology use policy will be viewed as exhibiting unprofessional behavior, as detailed in the UAB Academic integrity Code.

Students will be subject to disciplinary action as detailed in this policy ranging from oral or written warning to suspension/expulsion from classes and other privileges in the School of Health Professions.

TRANSFER OF CREDIT POLICY

The Department adheres to the credit transfer policy established by the UAB Graduate School, presented in the Graduate School Policy and Procedures Section 9 Policy 4 at: <http://www.uab.edu/graduate/component/content/article/23-students/catalog/72-policies-and-procedures>.

Previously earned graduate credit that has not been applied toward another degree (either at UAB or elsewhere) is eligible for transfer into the student's current degree program. Ordinarily no more than 12 semester hours of transfer credit can be applied to a degree program. Acceptance of more than 12 hours will require approval by the program director, department chair, and Graduate School Dean. All credit transfer requests must be initiated by the student and require the approval of the graduate program director, department chair, and the Graduate School Dean.

Transfers of Credit forms are available online at <http://www.uab.edu/graduate/online-forms>. An application for transfer of credit will not be considered until the student has completed at least 9 semester hours of graduate credit in their current UAB program and is in good academic standing. Once transfer credit has been accepted, it will be included in the calculation of the grade point average in the student's current UAB program.

Graduate credit earned with a grade of B or above while a graduate student in another regionally accredited graduate school may be considered for transfer. In programs offered jointly by UAB and other universities, graduate credits earned in the program at a cooperating university are eligible for transfer to UAB. If a student earns credit in one UAB graduate program and is later admitted to another program, unused credits from the previous program, if applicable, are eligible for consideration for transfer into the current program.”

In keeping with this University policy, requests for transfer of graduate credit from another entry level occupational therapy program, accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), will be considered on an individual case basis and will require approval from the Program Director and the Department Chair before it is submitted for approval to the Graduate School Dean. Each course submitted for review will be evaluated for equivalence to the required department course by the faculty member currently teaching the course, and the program director. Course syllabi must be provided for equivalence review, and a competency test may be administered at the Program Director’s discretion.

WITHDRAWAL - COURSE

Because the professional program is a sequenced curriculum, students may not withdraw from a course without permission. Course withdrawal may prevent the student from enrolling in subsequent semester coursework.

WITHDRAWAL - PROGRAM

A student may choose to withdraw from the program but is encouraged to engage in an exit interview with the Department Chair/Program Director. If the student is in good academic standing, they may petition the faculty for re-entry into the program. Depending on withdrawal reasons and permission to re-enter, specific objectives may be required before the student re-enters. Acceptance for re-entry will be subject to class space availability.

WRITTEN ASSIGNMENTS

Students should follow instructions for written assignments as provided by the course instructors. In general, the Department of Occupational Therapy recommends American Psychological Association (APA) style of referencing for assignments.

STUDENT HANDBOOK ACKNOWLEDGEMENT OF RECEIPT

The Department of Occupational Therapy Student Handbook serves as a contract between you and the faculty/program.

Once you have read it and understand the contents, all students and faculty will be required to sign that they acknowledge and understand the contents of the student handbook.

Please use the QR Code below to provide your acknowledgement that you have received and understand the contents and obligations outlined in the student handbook.

